DOCUMENT RESUME

ED 447 027 SO 032 252

TITLE	Teaching and Learning to Standards: The Arts. Teacher Resources, 1999-2000.
INSTITUTION	Oregon State Dept. of Education, Salem. Office of Curriculum, Instruction and Field Services.
PUB DATE	1999-00-00
NOTE	168p.
AVAILABLE FROM	Oregon State Department of Education, Public Service Building, 255 Capitol Street NE, Salem, OR 97310; Tel: 503-378-3569; Fax: 503-373-7968; Web site: (http://www.ode.state.or.us).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Academic Standards; *Art Education; Benchmarking; Elementary Secondary Education; *Films; *Fine Arts; *Music Education; Public Schools; *State Standards; Student Educational Objectives; Student Evaluation
IDENTIFIERS	*Oregon

ABSTRACT

The arts and its various disciplines can stand alone or can join to support and supplement other content areas. Proficiency in the arts includes creating, performing or presenting art, recognizing artistic qualities in works of art, and understanding the historical and cultural contexts in which art is created. This guide for teachers states that Oregon's students in grades k-12 can choose from five disciplines to achieve the arts standards: music, dance, the visual arts, theater, and cinema. The benchmarks were written to define developmental levels of achievement for each content standard. The guide is divided into the following sections: "Introduction" ("Arts Education in Oregon"); "Standards" ("Oregon's Arts Standards"; "National Standards for Arts Education"; "What Students Should Know and Be Able to Do in the Arts"); "Curriculum and Instruction" ("Roseburg"; "Sweet Home"); "Assessment" ("Arts Assessment"; "SAT Scores of Students in the Arts"; "Formalism Drawing Student Response Sheet"); and "Resources" ("Critical Success Factors for Achieving District-Wide Arts Education"; "The Role of the Arts in Brain Development and Maintenance"; "Arts Education Web Sites"; "Content Standards for the Arts"). (BT)

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Teaching and Learning To Standa

The Arts

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255 Capitol Street NE
Salem, OR 97310

Teacher Resources 1999-2000

Office of Curriculum, Instruction and Field Services

For use during the 1999-2000 school year

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The materials in this packet are a launching point and will be improved. Watch the Curriculum and School Improvement section of the Department's web site (http://ode.state.or.us) for updates.

Oregon's Arts Standards

The arts and its various disciplines can stand alone or can join to support and supplement other content areas. Proficiency in the arts includes **creating, performing or presenting art**, **recognizing artistic qualities in works of art,** and **understanding the historical and cultural contexts in which art is created.** The arts include music, visual art, dance, theater, and cinema.

Attainment of the arts standards provide choice for Oregon's students. There are five disciplines that Oregon's districts and students can choose as avenues to achieve the arts standards. Those disciplines include **music, the visual arts, theater, dance, and cinema.** The standards are for all students - grade Kindergarten through 12. Teaching and learning will look different at each grade level. The benchmarks were written to define developmental levels of achievement for each content standard. Local districts will determine the disciplines and curriculum that their students can participate in to reach the performance standards.

For more information about the arts in Oregon's public schools please contact Rex Crouse, Arts Curriculum Specialist, the Oregon Department of Education at rex.crouse@state.or.us or (503) 378-8004 extension 261.

NATIONAL STANDARDS FOR ARTS EDUCATION

National Standards have been established for Arts Education in Dance, Music, Theatre and Visual Arts. Standards are specific to each discipline unlike the State of Oregon's Arts Standards which are inclusive to all arts disciplines. National Standards are listed below. This is an additional resource which may link to additional resources.

Dance Content Standards	Visual Arts Content Standards
1. Identifying and demonstrating movement elements and skills in performing dance.	1. Understanding and applying media, techniques, and processes.
2. Understanding choreographic principles, processes and structures.	2. Using knowledge of structures and functions.
3. Understanding dance as a way to create and communicate meaning.	3. Choosing and evaluating a range of subject matter, symbols and ideas
4. Applying and demonstrating critical and creative thinking skills in dance.	4. Understanding the visual arts in relation to history and cultures.
5. Demonstrating and understanding dance in various cultures and historical periods.	5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.
6. Making connections between dance and healthful living.	6. Making connections between visual arts and other disciplines.
7. Making connections between dance and other disciplines.	
Theatre Content Standards	Music Content Standards
1. Script writing by planning and recording improvisation based on personal experience and heritage, imagination, literature and history.	1. Singing, alone and with others, a varied repertoire of music.
2. Acting by assuming roles and interacting in improvisations.	2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Designing by visualizing and arranging environments for classroom dramatizations.	3. Improvising melodies, variations and accompaniments.
4. Directing by planning classroom dramatizations.	4. Composing and arranging music within specified guidelines.
5. Researching by finding information to support classroom dramatizations.	5. Reading and rotating music.
6. Comparing and connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms.	6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances.
7. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions.	8. Understanding music in relation to history and culture.
8. Understanding context by recognizing the role of theatre, film, television, and electronic media in daily life.	9. Understanding music in relation to history and culture.

MENC

Summary Statement

What Students Should Know and Be Able to Do in the Arts

- Summary Statement
- Endorsers and Supports
- National Committee for Standards for the Arts

What Students Should Know and Be Able to Do in the Arts

There are many routes to competence in the arts disciplines. Students may work in different arts at different times. Their study may take a variety of approaches. Their abilities may develop at different rates. Competence means the ability to use an array of knowledge and skills. Terms often used to describe these include creation, performance, production, history, culture, perception, analysis, criticism, aesthetics, technology, and appreciation. Competence means capabilities with these elements themselves and an understanding of their interdependence; it also means the ability to combine the content, perspectives, and techniques associated with the various elements to achieve specific artistic and analytical goals. Students work toward comprehensive competence from the very beginning, preparing in the lower grades for deeper and more rigorous work each succeeding year. As a result, the joy of experiencing the arts is enriched and matured by the discipline of learning and the pride of accomplishment. Essentially, the Standards ask that students should know and be able to do the following by the time they have completed secondary school:

- *They should be able to communicate at a basic level in the four arts disciplines: dance, music, theatre, and the visual arts.* This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline.
- *They should be able to communicate proficiently in at least one art form.* Including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- *They should be able to develop and present basic analyses of works of art from structural, historical, and cultural perspectives, and from combinations of those perspectives.* This includes the ability to understand and evaluate work in the various arts disciplines.

- *They should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.*
- *They should be able to relate various types of arts knowledge and skills within and across the arts disciplines.* This includes mixing and matching competencies and understandings in art-making, history and culture, and analysis in any arts-related project.

As a result of developing these capabilities, students can arrive at their own knowledge, beliefs, and values for making personal and artistic decisions. In other terms, they can arrive at a broad-based, well-grounded understanding of the nature, value, and meaning of the arts as a part of their own humanity.

These National Standards for Arts Education are a statement of what every young American should know and be able to do in four arts disciplines: dance, music, theatre, and the visual arts. Their scope is grades K-12, and they speak to both content and achievement.

SUMMARY STATEMENT

Education Reform, Standards, and the Art

These National Standards for Arts Education are a statement of what every young American should know and be able to do in four arts disciplines: dance, music, theatre, and the visual arts. Their scope is grades K-12, and they speak to both content and achievement.

The Reform Context: The Standards are one outcome of the education reform effort generated in the 1980's, which emerged in several states and attained nationwide visibility with the publication of a Nation at Risk in 1983. This national wake-up call was powerfully effective. Six national education goals were announced in 1990. Now there is a broad effort to describe, specifically, the knowledge and skills students must have in all subjects to fulfill their personal potential, to become productive and competitive workers in a global economy, and to take their places as adult citizens. With the passage of the *Goals 2000: Educate America Act*, the national goals are written into law, naming the arts as a core, academic subject as important to education as English, mathematics, history, civics and government, geography, science, and foreign language.

At the same time, the Act calls for education standards in these subject areas, both to encourage high achievement by our young people and to provide benchmarks to determine how well they are learning and performing. In 1992, anticipating that education standards would emerge as a focal point of the reform legislation, the Consortium of National Arts

Education Associations successfully approached the U.S. Department of Education, the National Endowment for the Arts, and the National Endowment for the Humanities for a grant to determine what the nations school children should know and be able to do in the arts. This document is the result of an extended process of consensus building that drew on

the broadest possible range of expertise and participation. The process involved the review of state-level arts education frameworks, standards from the other nations, and consideration at a series of national forums.

The Importance of Standards: Agreement on what students should know and be able to do is essential if education is to be consistent, efficient, and effective. In this context, Standards for arts education are important for two basic reasons. First, they help define what a good education in the arts should provide: a thorough grounding in a basic body of knowledge and the skills required both to make sense and make use of the arts disciplines. Second, when states and school districts adopt these Standards, they are taking a stand for rigor in a part of education that has too often, and wrongly, been treated as optional.

This document says, in effect, an education in the arts means that students should know what is spelled out here, and they should reach clear levels of attainment at these grade levels.

These Standards provide a variety of competence and educational effectiveness, but without creating a mold into which all arts programs must fit. The Standards are concerned with the results (in the form of student learning) that come from a basic education in the arts, not with how those results ought to be delivered. Those matters are for states, localities, and classroom teachers to decide. In other words, while the Standards provide educational goals and not a curriculum, they can help improve all types of arts instruction.

The Importance of Arts Education: Knowing and practicing the arts disciplines are fundamental to the healthy development of children's minds and spirits. That is why, in any civilization, ours included, the arts are inseparable from the very meaning of the term education. We know from long experience that no one can claim to be truly educated who lacks basic knowledge and skills in the arts. There are many reasons for this assertion:

- The arts are worth studying simply because of what they are. Their impact cannot be denied. Throughout history, all the arts have served to connect our imaginations with the deepest questions of human existence: Who am I? What must I do? Where am I going? Studying responses to those questions through time and across cultures as well as acquiring the tools and knowledge to create ones own responses is essential not only to understanding life but to living it fully.

- The arts are used to achieve a multitude of human purposes: to present issues and ideas, to teach or persuade, to entertain, to decorate or please. Becoming literate in the arts helps students understand and do these things better.
- The arts are integral to every person's daily life. Our personal, social, economic, and cultural environments are shaped by the art at every turn from the design of the child's breakfast placement, to the songs on the commuter's ear radio, to the families night-time TV drama, to the teenager's Saturday dance, to the enduring influences of the classics.
- The arts offer unique sources of enjoyment and refreshment for the imagination. They explore relationships between ideas and objects and serve as links between thought and action. Their continuing gift is to help us see and grasp life in new ways.
- There is ample evidence that the arts help students develop the attitudes, characteristics, and intellectual skills required to participate effectively in today's society and economy. The arts teach self-discipline, reinforce self-esteem, and foster the thinking skills and creativity so valued in the workplace. They teach the importance of teamwork and cooperation. They demonstrate the direct connection between study, hard work, and high levels of achievement.

The Benefits of Arts Education: Arts education benefits the student because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. This process requires not merely an active mind but a trained one. An education in the arts benefits society because students of the arts gain powerful tools for understanding human experiences, both past and present. They learn to respect the often very different ways others have of thinking, working, and expressing themselves. They learn to make decisions in situations where there are no standard answers. By studying the arts, students stimulate their natural creativity and learn to develop it to meet the needs of a complex and competitive society. And, as study and competence in the arts reinforce one another, the joy of learning becomes real, tangible, and powerful.

The Arts and Other Core Subjects: The Standards address competence in the arts disciplines first of all. But that competence provides a firm foundation for connecting arts-related concepts and facts across the art forms, and from them to the sciences and humanities. For example, the intellectual methods of the arts are precisely those used to transform scientific disciplines and discoveries into everyday technology.

What Must We Do?: The educational success of our children depends on creating a society that is both literate and imaginative, both competent and creative. That goal depends, in turn, on providing children with tools not only for understanding that world but for contributing to it and making their own way. Without the arts to help shape students perceptions and imaginations, our children stand every chance of growing into adulthood as culturally disabled. We must not allow that to happen.

Without question, the Standards presented here will need supporters and allies to improve how arts education is organized and delivered. They have the potential to change education policy at all levels, and to make a transforming impact across the entire spectrum of education.

But only if they are implemented.

Teachers, of course, will be the leaders in this process. In many places, more teachers with credentials in the arts, as well as better-trained teachers in general, will be needed. Site-based management teams, school boards, state education agencies, state and local arts agencies, and teacher education institutions will all have a part to play, as will local mentors, artists, local arts organizations, and members of the community. Their support is crucial for the Standards to succeed. But the primary issue is the ability to bring together and deliver a broad range of competent instruction. All else is secondary.

In the end, truly successful implementation can come about only when students and their learning are at the center, which means motivating and enabling them to meet the Standards. With a steady gaze on that target, these Standards can empower America's schools to make changes consistent with the best any of us can envision, for our children and for our society.

Douglas County School District Aligned Curriculum

KINDERGARTEN MUSIC

OREGON STANDARDS
AESTHETICS AND ART CRITICISM

Students will respond to, explain and analyze works of art based on technical, organizational and aesthetic elements by
STANDARD I. Responding to works of art, giving reasons for preferences.
STANDARD II. Responding to, explaining and analyzing works of art, applying knowledge to technical, organization and aesthetic elements.

NATIONAL STANDARD 6: **Listening To, Analyzing and Describing Music**	NATIONAL STANDARD 7: **Evaluating Music and Music Performances**	NATIONAL STANDARD 8: **Understanding relationships between music and art, and disciplines outside of the arts**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to demonstrate an open-minded attitude toward listening to and performing many types of music.*** Roseburg students will: 1. Respond appropriately to a variety of music. 2. Listen to and perform a variety of music. 3. Recognize sounds with messages. ***B. The student will be able to develop an understanding of the expressive qualities of music.*** Roseburg students will: 1. Experience communication through body language, gestures, tone, inflection and volume.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to demonstrate a sense of accomplishment in and a commitment to high quality performance.*** Roseburg students will: 1. Listen to and observe quality performances. 2. Share ideas and information with others. 3. Participate in a variety of performances.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to recognize the use of music as an avenue of communication leading to better understanding of cultures, people and nations.*** Roseburg students will: 1. Experience communication through body language, etc.

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KINDERGARTEN MUSIC

OREGON STANDARDS
CREATE, PRESENT, AND PERFORM

Students will use ideas, skills and techniques in the arts.
STANDARD I. Apply artistic and elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.
STANDARD II. Communicate verbally and in writing about one's own artwork.

NATIONAL STANDARD 1: **Singing, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 2: **Performing on instruments, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 4: **Composing and arranging music with specified guidelines.**	NATIONAL STATNDARD 5: **Reading and notating music.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to develop the ability to sing with appropriate tone, rhythm, technique, and maintain awareness of intonation, musical feeling and balance in the ensemble.*** Roseburg students will: 1. Sing on pitch within a range of at least a minor third, demonstrating a natural, free singing tone. 2. Sing or chant lyrics appropriately. 3. Play a variety of pitched and nonpitched percussion instruments. 4. Perform using natural and created sounds.	ROSEBURG MUSIC LEARNING TARGETS ***B. The student will be able to perform a variety of musical works alone or in a ensemble, either by rote/memory or reading notation*** Roseburg students will: 1. Perform a variety of songs by rote/memory; 2, echo oral messages; 3, follow 2-3 step oral instructions.	ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to develop the ability to improvise and/or compose music as a vehicle for understanding music*** ***B. Manipulate the elements of music—Rhythm, Melody, Harmony, form, timbre, Tempo, and Dynamics—for expressive purposes***	ROSEBURG MUSIC LEARNING TARGETS A. ***The student will be able to identify pitch, register, melodic intervals, major and minor mode, meter and tempo, timbre, and style.*** Roseburg students will: 1. Aurally identify music as "fast" or "slow". 2. Aurally identify different vocal and classroom instrument timbres. ***B. The student will be able to read and notate music*** Roseburg students will: 1. Imitate a steady beat. 2. Imitate a short melody pattern. 3. Identify similar and different characteristics.

KINDERGARTEN MUSIC

OREGON STANDARDS
HISTORICAL & CULTURAL

Students will use ideas, skills and techniques in the arts
STANDARD I. Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes
STANDARD II. Communicate verbally and in writing about one's own artwork

NATIONAL STANDARD 6: **Listening to, analyzing, and describing music.**	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside arts.**	NATIONAL STANDARD 9: **Understand music in relation to history and culture.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to demonstrate an open-minded attitude toward listening to and performing many types of music.*** Roseburg students will: *1.* Respond appropriately to a variety of music *2.* Listen to and perform a variety of music. *3.* Recognize sounds with messages. ***B. The student will be able to develop an understanding of the expressive qualities of music.*** Roseburg students will: 1. experience communication through body language, gestures, tone, inflection and volume.	ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to recognize the use of music as an avenue of communication leading to better understanding of cultures, people and nations.*** Roseburg students will: 1. Experience communication through body language, etc.	ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to perform music from a variety of cultures and historical periods.***

FIRST GRADE MUSIC
OREGON STANDARDS

AESTHETICS AND ART CRITICISM

Students will respond to, explain and analyze works of art based on technical, organizational and aesthetic elements by
STANDARD I. Responding to works of art, giving reasons for preferences.
STANDARD II. Responding to, explaining and analyzing works of art, applying knowledge to technical, organization and aesthetic elements.

NATIONAL STANDARD 6: **Listening To, Analyzing and Describing Music**	NATIONAL STANDARD 7: **Evaluating Music and Music Performances**	NATIONAL STANDARD 8: **Understanding relationships between music and art, and disciplines outside of the arts**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to demonstrate an open-minded attitude toward listening to and performing many types of music.*** Roseburg students will: 4. Respond appropriately to many types of music for performance, movement or listening. 5. Listen to and perform a variety of music. ***B. The student will be able to develop the ability to describe music with increasingly precise musical terminology.*** Roseburg students will: 1. Describe music, including the elements of tempo and dynamics. ***C. The student will be able to develop an understanding of the expressive qualities of music.*** Roseburg students will: 1. Recognize the expressive qualities of music.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to demonstrate a sense of accomplishment in and a commitment to high quality performance.*** Roseburg students will: 1. Listen to and observe quality performances. 2. Share ideas and information with others. 3. Participate in a variety of performances. BEST COPY AVAILABLE	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to recognize the use of music as an avenue of communication leading to better understanding of cultures, people and nations.*** Roseburg students will: 1. Sing, play, listen, and move to American and multi-cultural music. ***B. The student will be able to understand the diversity and influence of music careers, music avocations, and music consumer products in our society.*** Roseburg students will: 1. Become aware of musical products.

FIRST GRADE MUSIC

OREGON STANDARDS

CREATE, PRESENT, AND PERFORM

Students will use ideas, skills and techniques in the arts.

STANDARD I. Apply artistic and elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.

STANDARD II. Communicate verbally and in writing about one's own artwork.

NATIONAL STANDARD 1: **Singing, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 2: **Performing on instruments, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 3 AND 4: **Improvising melodies, variations, and accompaniment. Composing and Arranging Music**	NATIONAL STATNDARD 5: **Reading and notating music.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to develop the ability to sing with appropriate tone, rhythm, technique, and maintain awareness of intonation, musical feeling and balance in the ensemble.*** Roseburg students will: 1. Sing on pitch within a range of at least a minor third, demonstrating a natural, free singing tone. 2. Sing lyrics appropriately. ***B. The student will be ale to perform a variety of musical works along or in an ensemble, either by rote/memory or reading notation.*** 1. Perform a variety of songs by rote/memory.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to develop the ability to play an instrument with appropriate elements.*** Roseburg students will: 1. Play a variety of pitched and nonpitched percussion instruments demonstrating correct technique.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to develop the ability to improvise and/or compose music as a vehicle for understanding music*** Roseburg students will: 1. Improvise using a limited number of pitches or rhythms. 2. Compose simple rhythmic and melodic phrases using musical language as appropriate for grade level.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to identify pitch, register, melodic intervals, major and minor mode, meter and tempo, timbre, and style.*** Roseburg students will: 1. Aurally identify music as "fast" or "slow". 2. Aurally identify different vocal and classroom instrument timbres. 3. Aurally identify same and different phrases. ***B. The student will be able to read and notate music*** Roseburg students will: 1. Read and perform quarter and beamed eighth notes and quarter rests. 2. Demonstrate a steady beat. 3. Imitate a short melody pattern.

FIRST GRADE MUSIC

OREGON STANDARDS
HISTORICAL & CULTURAL

Students will use ideas, skills and techniques in the arts
STANDARD I. Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes
STANDARD II. Communicate verbally and in writing about one's own artwork

NATIONAL STANDARD 6: **Listening to, analyzing, and describing music.**	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside arts.**	NATIONAL STANDARD 9: **Understand music in relation to history and culture.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to demonstrate an open-minded attitude toward listening to and performing many types of music.*** Roseburg students will: 1. Respond appropriately to many types of music for performance, movement or listening. 2. Listen to and perform a variety of music. ***B. The student will be able to develop the ability to describe music with increasingly precise musical terminology.*** Roseburg students will: 1. Describe music, including the elements of tempo and dynamics. ***C. The student will be able to develop an understanding of the expressive qualities of music.***	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to recognize the use of music as an avenue of communication leading to better understanding of cultures, people and nations.*** Roseburg students will: 1. Sing, play, listen, and move to American and multi-cultural music. ***B. The student will be able to understand the diversity and influence of music careers, music avocations, and music consumer products in our society.*** Roseburg students will: 1. Become aware of the musical products in our society	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to perform music from a variety of cultures and historical periods.***

SECOND GRADE MUSIC

OREGON STANDARDS

AESTHETICS AND ART CRITICISM

Students will respond to, explain and analyze works of art based on technical, organizational and aesthetic elements by
STANDARD I. Responding to works of art, giving reasons for preferences.
STANDARD II. Responding to, explaining and analyzing works of art, applying knowledge to technical, organization and aesthetic elements.

NATIONAL STANDARD 6: **Listening To, Analyzing and Describing Music**	NATIONAL STANDARD 7: **Evaluating Music and Music Performances**	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside of arts.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to demonstrate an open-minded attitude toward listening to and performing many types of music.*** Roseburg students will: 1. Respond appropriately to many types of music for performance, movement or listening. 2. Listen to and perform a variety of music. ***B. The student will be able to develop the ability to describe music with increasingly precise musical terminology.*** Roseburg students will: 1. Describe music, including the elements of melody, tempo and dynamics. 2. Share ideas and information with others. ***C. The student will be able to develop an understanding of the expressive qualities of music.*** Roseburg students will: 1. Recognize the expressive qualities of music including mood and message.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to demonstrate a sense of accomplishment in and a commitment to high quality performance.*** Roseburg students will: 1. Listen to, and observe, quality performances 2. Share ideas and information with others. 3. Participate in a variety of performances.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to recognize the use of music as an avenue of communication leading to better understanding of cultures, people and nations.*** Roseburg students will: 1. Sing, play listen, and move to American and multi-cultural music. ***B. The student will be able to understand the diversity and influence of music careers, music avocations, and music consumer products in our society.*** Roseburg students will: 1. Become aware of musical products in our society. 2. Classify products according to specific characteristics.

SECOND GRADE MUSIC

OREGON STANDARDS
CREATE, PRESENT, AND PERFORM

Students will use ideas, skills and techniques in the arts.
STANDARD I. Apply artistic and elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.
STANDARD II. Communicate verbally and in writing about one's own artwork.

NATIONAL STANDARD 1: **Singing, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 2: **Performing on instruments, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 3 and 4: **Improvising melodies, variations, and accompaniment. Composing and Arranging Music**	NATIONAL STANDARD 5: **Reading and notating music.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to develop the ability to sing with appropriate tone, rhythm, technique, and maintain awareness of intonation, musical feeling and balance in the ensemble.*** Roseburg students will: 1. Sing on pitch within a range of at least a minor third, demonstrating a natural, free singing tone. 2. Sing lyrics correctly. ***B. The student will be able to perform a variety of musical works alone or in an ensemble, either by rote/memory or reading notation.*** Roseburg students will: 1. Perform a variety of songs by rote/memory.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to develop the ability to play an instrument with appropriate elements.*** Roseburg students will: 1. Play a variety of pitched and nonpitched instruments demonstrating correct technique.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to develop the ability to improvise and/or compose music as a vehicle for understanding music*** Roseburg students will: 1. Improvise an accompaniment using a limited number of pitches. 2. Compose simple rhythmic and melodic phrases using musical language as appropriate for grade level.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to identify pitch, register, tempo, form, timbre, and style*** Roseburg students will: 1. Read and perform quarter and half notes, beamed eighth notes and quarter rests. 2. Visually recognize a short melodic pattern. 3. Imitate, then visually recognize a short melodic pattern.

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SECOND GRADE MUSIC

OREGON STANDARDS

HISTORICAL & CULTURAL

Students will understand how works of art relate to the time periods and cultures in which they are created and how certain works of art form various time periods and cultures are related.

STANDARD I. Relate works of art from various time periods and cultures to each other.

STANDARD II. Describe how historical and cultural contexts influence works of art.

NATIONAL STANDARD 6: **Listening to, analyzing, and describing music.**	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside arts.**	NATIONAL STANDARD 9: **Understand music in relation to history and culture.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to demonstrate an open-minded attitude toward listening to and performing many types of music.*** Roseburg students will: 1. Respond appropriately to a variety of music for performance, movement or listening. 2. Listen to and perform a variety of music. ***B. The student will be able to develop the ability to describe music with increasingly precise musical terminology.*** Roseburg students will: 1. Describe music, including the elements of tempo and dynamics. 2. Share ideas and information with others. ***C. The student will be able to develop an understanding of the expressive qualities of music.*** Roseburg students will: 1. Recognize and understand the expressive qualities of music including mood and message.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to recognize the use of music as an avenue of communication leading to better understanding of cultures, people and nations.*** Roseburg students will: 1. Sing, play, listen, and move to American and multi-cultural music. ***B. The student will be able to understand the diversity and influence of music careers, music avocations, and music consumer products in our society.*** Roseburg students will: 1. Become aware of the musical products in our society. 2. Classify products according to specific characteristics.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to perform music from a variety of cultures and historical periods.*** Roseburg students will: 1. Experience a variety of music of different cultures, including ethnic music of the United States and other countries.

THIRD GRADE MUSIC

OREGON STANDARDS

AESTHETICS AND ART CRITICISM

Students will respond to, explain and analyze works of art based on technical, organizational and aesthetic elements by
STANDARD I. Responding to works of art, giving reasons for preferences.
STANDARD II. Responding to, explaining and analyzing works of art, applying knowledge to technical, organization and aesthetic elements.

NATIONAL STANDARD 6: **Listening To, Analyzing and Describing Music**	NATIONAL STANDARD 7: **Evaluating Music and Music Performances**	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside of arts.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to demonstrate an open-minded attitude toward listening to and performing many types of music.*** Roseburg students will: 1. Respond appropriately to a widening variety of music used for listening or movement activities. 2. Listen to music attentively. 3. Distinguish between natural and created sounds. 4. Recognize sounds with messages. 5. Recognize use of mass media techniques (become aware of music that parallels mood or action in film or radio). ***B. The student will be able to identify simple music forms when presented aurally.*** Roseburg students will: 1. Identify musical form as AA, AB, ABA, Rondo. 2. Demonstrate perceptual skills by moving, by answering questions, about, and by describing aural examples of music of various styles representing diverse cultures. 3. Use appropriate terminology in explaining music, notation, music instruments and voices, and performances. 4. Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices. 5. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will diverse criteria for evaluating performances and compositions.*** Roseburg students will: 1. Listen to, and observe, quality performances 2. Share ideas and information with others. 3. Participate in a variety of performances. ***B. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.*** Roseburg students will: 1. Demonstrate an open-minded attitude toward listening to many types of music. 2. Demonstrate a sense of accomplishment in and a commitment to high quality performance. 3. Listen to, observe and distinguish between varying qualities of performance. 4. Share ideas and information with others.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will identify similarities and differences in the meanings of common terms used in the various arts.*** Roseburg students will: 2. Sing, play listen, and move to American and multi-cultural music. ***B. The student will identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.*** Roseburg students will: 3. Become aware of musical products in our society. 4. Classify products according to specific characteristics.

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THIRD GRADE MUSIC

OREGON STANDARDS

CREATE, PRESENT, AND PERFORM

Students will use ideas, skills and techniques in the arts.

STANDARD I. Apply artistic and elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.

STANDARD II. Communicate verbally and in writing about one's own artwork.

NATIONAL STANDARD 1: **Singing, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 2: **Performing on instruments, alone and with others, a varied repertoire of music.**
ROSEBURG MUSIC LEARNING TARGETS	**ROSEBURG MUSIC LEARNING TARGETS**
A. ***The student will be able to sing independently or with others on pitch, and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.***	A. ***The student will be able to perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo with correct performance technique.***
Roseburg students will:	Roseburg students will:
1. Distinguish between natural land created sounds.	1. While listening to music, independently maintain beat through body percussion & locomotion, emphasizing strong & weak beat of duple and triple meter.
2. Sing simple melodies (of at least a 6th) using free, clear and comfortable head voice.	2. Move appropriately and comfortably to music, including demonstration of beat and tempo.
3. Interpret communication through body language, gestures, tone, inflection, and volume.	B. ***The student will perform easy rhythmic, melodic, and choral patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.***
B. ***The student will be able to sing expressively, with appropriate dynamics, phrasing, and interpretation.***	Roseburg students will:
Roseburg students will:	1. Play a variety of pitched and unpitched percussion instruments in an appropriate manner, as a solo or accompaniment.
A. Understand and interpret simple music through performance and verbal expression.	2. Aurally identify different vocal and classroom instrument timbres, i.e. the difference between the sound of metal, wood, and skin.
B. Control volume and rate of oral presentation.	3. Identify by sight and sound correct names of basic classroom instruments.
C. ***The student will sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.***	C. ***The student will perform expressively a varied repertoire of music representing diverse genre and styles.***
D. ***The student will sing unison songs ostinatos, partner songs, and rounds.***	D. ***The student will perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.***
E. ***The student will sing in groups, blending vocal timbres, matching dynamics levels, and responding to the cues of the conductor.***	Roseburg Students will:
	1. Perform simple musical programs with focus, poise, and enthusiasm.
	2. Show preparation and excellence in performing simple musical. materials.
	E. ***The student will perform independent instrumental parts while other students sing or play contrasting parts.***

THIRD GRADE MUSIC

OREGON STANDARDS

CREATE, PRESENT, AND PERFORM

Students will use ideas, skills and techniques in the arts.

STANDARD I. Apply artistic and elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.

STANDARD II. Communicate verbally and in writing about one's own artwork.

NATIONAL STANDARD 3: **Improvising melodies, variations, and accompaniment.**	NATIONAL STANDARD 4: **Composing and arranging music within specified guidelines**	NATIONAL STANDARD 5: **Reading and notating music.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will improvise "answers" in the same style to given rhythmic and melodic phrases.*** *B. The student will improvise simple rhythmic patterns.* ***C. The student will improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.*** ***D. The student will improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sound available in the classroom, body percussion, and sounds produced by electronic means.***	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to develop the ability to improvise and/or compose music as a vehicle for understanding music.*** Roseburg students will: 1. Create and arrange music to accompany readings or dramatizations. 2. Create and arrange short songs and instrumental pieces within specified guidelines. 3. Use a variety of sound sources when composing. 4. Comfortably participate in creating original music in teacher-directed activities.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to identify pitch, register, tempo, form, timbre, and style.*** Roseburg students will: 1. Use a system (that is syllables, numbers, or letters) to read simple notation in the treble clef in major keys. 2. Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing. 3. Visually identify and perform: *p, f,* treble clef, repeat signs. 4. Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher. ***B. The student will be able to read and notate music.*** Roseburg students will: 1. Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4 and 4/4 meter signatures. 2. Identify a notated melodic pattern as moving up, down or staying the same. 3. Identify a melodic pattern as moving up or down by step, or leap. 4. Recognize and read three-note melodic patterns on a full five-line staff. 5. Aurally identify a melodic pattern of three or more notes and choose the corresponding notated example. 6. Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.

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THIRD GRADE MUSIC

OREGON STANDARDS
HISTORICAL & CULTURAL

Students will understand how works of art relate to the time periods and cultures in which they are created and how certain works of art form various time periods and cultures are related.
STANDARD I. Relate works of art from various time periods and cultures to each other.
STANDARD II. Describe how historical and cultural contexts influence works of art.

NATIONAL STANDARD 6: **Listening to, analyzing, and describing music.**	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside arts.**	NATIONAL STANDARD 9: **Understand music in relation to history and culture.**
ROSEBURG MUSIC LEARNING TARGETS ***A.* The student will be able to demonstrate an open-minded attitude toward listening to and performing many types of music.** Roseburg students will: 1. Identify simple music forms when presented aurally. 2. Demonstrate understanding by moving, by answering questions about and/or by describing aural examples of music of various styles representing diverse cultures. ***B.* The student will be able to develop the ability to describe music with increasingly precise musical terminology.** Roseburg students will: 1. Use appropriate terminology in explaining music, music notation, music instruments and voices and music performances. 2. Identify general characteristics of objects similar/different (e.g., compare old keyboard instruments to new, compare instrument families of the orchestra). 3. Identify common fallacies in music perceptions. 4. Recognize and identify different music styles. Continued next page	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will identify will identify similarities and differences in the meanings of common terms used in the various arts.*** Roseburg students will: 1. Sing, play, listen, and move to American and multi-cultural music. ***B. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.*** Roseburg students will: 1. Become aware of the musical products in our society. 2. Classify products according to specific characteristics.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will identify genre or style of aural examples of music from various historical periods and cultures.*** Roseburg students will: 1. Recognize the use of music as an avenue of communication leading to better understanding of cultures, people and nations. 2. Sing, play, listen and move to American and music of other cultures. 3. Describe in simple terms how elements of music are used in music examples from various cultures of the world. 4. Identify various uses of music in their daily experiences and describe characteristics that make certain music is suitable for use. 5. Identify and describe roles of musicians in various music settings and cultures. 6. Demonstrate audience behavior appropriate for the content and style of music performed.

NATIONAL STANDARD 6: **Listening to, analyzing, and describing music.**	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside arts.**	NATIONAL STANDARD 9: **Understand music in relation to history and culture.**
C. Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male/female adult voices. ***D. Students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.*** Roseburg students will: 1. Demonstrate an open-minded attitude toward listening to a variety of music. 2. Respond appropriately to a widening variety of music used for listening or movement activities. 3. Listen to music attentively to distinguish among natural and created sounds, recognize sounds with messages and recognize the use of mass media techniques.		

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FOURTH GRADE MUSIC

OREGON STANDARDS

AESTHETICS AND ART CRITICISM

Students will respond to, explain and analyze works of art, based on technical, organizational and aesthetic elements by
STANDARD I. Responding to works of art, giving reasons for preferences.
STANDARD II. Responding to, explaining and analyzing works of art, applying knowledge to technical, organization and aesthetic elements.

NATIONAL STANDARD 6: **Listening To, Analyzing and Describing Music**	NATIONAL STANDARD 7: **Evaluating Music and Music Performances**	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside of arts.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to demonstrate an open-minded attitude toward listening to and performing many types of music.*** Roseburg students will: 1. Respond to a variety of music through performance, movement or listening. 2. Identify simple fallacies such as folk music does not mean country western music. 3. List general criteria for assessing a performance or a work of art. 4. Distinguish between subtleties of sound such as instrumentation, tempo and dynamics. 5. Recognize sounds with messages such as program music, television themes or classical motif. 6. Recognize relationship of music in mass media techniques. ***B. The student will be able to develop the ability to describe music with increasingly precise musical terminology.*** Roseburg students will: 1. Describe music precisely regarding rhythm, melody, form, meter, tempo and style. 2. Share ideas and information orally with others.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to develop the ability to describe music with increasingly precise musical terminology.*** Roseburg students will: 1. List general criteria for assessing a performance or a work of art. 2. Participate in a variety of prepared performances. 3. Produce correct basic speech sounds in song. 4. Select words and gestures which express concepts. 5. Engage in cooperative problem solving and strategies. 6. follow a study plan including: goal setting, time management, study environment, processing information.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to develop an understanding to the expressive qualities of music.*** Roseburg students will: 1. Recognize subtleties in communication through body language, gestures, tone, inflection and volume. 2. Recognize use of mass media techniques. ***B. The student will be able to develop the ability to improvise and/or compose music as a vehicle for understanding music.*** Roseburg students will: 1. List general criteria for assessing the worth of a performance or work of art. ***C. The students will be able to understand the diversity and influence of music careers, music avocations and music consumer products in society.*** Roseburg students will: 1. Become aware and knowledgeable about the uses of music in our society. 2. Recognize use of mass media techniques. 3. Become aware of musical products in our society. 4. Classify specific characteristics.

FOURTH GRADE MUSIC

OREGON STANDARDS
CREATE, PRESENT, AND PERFORM

Students will use ideas, skills and techniques in the arts.
STANDARD I. Apply artistic and elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.
STANDARD II. Communicate verbally and in writing about one's own artwork.

NATIONAL STANDARD 1: **Singing, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 2: **Performing on instruments, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 3: **Improvising melodies, variations, and accompaniment.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to develop the ability to sing with appropriate tone, rhythm, technique, and maintain awareness of intonation, musical feeling and balance in the ensemble.*** Roseburg students will: 1. Sing on pitch within a range of an octave. 2. Demonstrate a natural, free tone with good posture and breath control. 3. Control volume and rate with appropriate tempo and dynamics. 4. Pronounce words according to standard English. ***B. The student will be able to perform a variety of musical works alone or in an ensemble, either by rote/memory or reading notation.*** Roseburg students will: 1. Perform a variety of songs. 2. Recognize common words at sight.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to develop the ability to play with appropriate tone, rhythm, technique, and maintain awareness of intonation, musical feeling and balance in the ensemble.*** Roseburg students will: 1. Play a variety of pitched and nonpitched percussion instruments and simple wind instruments demonstrating correct technique. 2. Demonstrate a natural, free tone with good posture and breath control. 3. Control volume and rate with appropriate tempo and dynamics. ***B. The student will be able to perform a variety of musical works alone or in an ensemble, either by rote/memory or reading notation.*** Roseburg students will: 1. Perform a variety of instrumental pieces. 2. Recognize common words at sight.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to improvise music as a vehicle for understanding music.*** Roseburg students will: 1. Experiment with timbre of voices and instruments. 2. Improvise simple questions and answers or ABA form. ***B. The student will be able to manipulate elements of music rhythms, melody, harmony, form, timbre, tempo, and dynamics - for expressive purposes.*** Roseburg students will: 1. Experiment with the elements through creative activities. 2. Sequence ideas and events.

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FOURTH GRADE MUSIC

OREGON STANDARDS

CREATE, PRESENT, AND PERFORM

Students will use ideas, skills and techniques in the arts.

STANDARD I. Apply artistic and elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.

STANDARD II. Communicate verbally and in writing about one's own artwork.OREGON STANDARDS

NATIONAL STANDARD 4: **Composing and arranging music with specific guidelines.**	NATIONAL STANDARD 5 **Reading and noting music.**	NATIONAL STANDARD 5: **Reading and notating music.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to compose music as a vehicle for understanding music.*** Roseburg students will: 1. Organize natural and created sounds. 2. Create sounds with messages. ***B. The student will be able to manipulate elements of music - rhythms, melody, harmony, form, timbre, tempo, and dynamics - for expressive purposes.*** Roseburg students will: 1. Experiment with the elements through creative activities. 2. Sequence ideas and events.	**ROSEBURG MUSIC LEARNING TARGETS** **A. The student will be able to read and notate music.** Roseburg students will: 1. Read and perform quarter note, double eighth note, half note, and whole note. 2. Read and note rhythms in duple (2/4, 4/4) and triple (3/4) meter. 3. Recognize and read three-note melodic patterns on a full five line staff. 4. Read and notate signs and symbols affecting form in music such as repeat signs, D.C. al, Fine, etc.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to identify pitch, register, melodic intervals, major and minor mode, meter and tempo, timbre, and style.*** Roseburg students will: 1. Aurally identify like intervals, which occur in different contexts. 2. Aurally identify registers as high, low, or middle. 3. Distinguish subtleties among sound such as echo-sing in different registers. 4. Discriminate between duple and triple meter. 5. Aurally identify tempo as "fast," "slow", or "getting faster or slower." 6. Aurally identify AB and ABA forms. 7. Aurally identify prominent instruments from each instrument family. 8. Distinguish subtleties of timbre of various voices and instruments. 9. Aurally identify increasingly different styles.

FOURTH GRADE MUSIC

OREGON STANDARDS
HISTORICAL & CULTURAL

Students will understand how works of art relate to the time periods and cultures in which they are created and how certain works of art from various time periods and cultures are related.

STANDARD I. Relate works of art from various time periods and cultures to each other.
STANDARD II. Describe how historical and cultural contexts influence works at art.

NATIONAL STANDARD 6: **Listening to, analyzing, and describing music.**	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside arts.**	NATIONAL STANDARD 9: **Understand music in relation to history and culture.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to demonstrate an open-minded attitude toward listening to and performing many types of music.*** Roseburg students will: 1. Respond to a variety of music through performance, movement, or listening. 2. Identify simple fallacies such as folk music does not mean county western. 3. List general criteria for assessing a performance or a work of art. 4. Become an informed and active listener and performer. 5. Distinguish between subtleties of sound such as instrumentation, tempo, dynamics. 6. Recognize sounds with messages such as program music, television themes, or classical motif. 7. Recognize relationship of music in mass media techniques. ***B. The student will be able to develop the ability to describe music with increasingly precise musical terminology.*** Roseburg students will: 1. Describe music precisely regarding rhythm, melody, form, meter, tempo, and style. 2. Share ideas and information orally with others.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to develop an understanding to the expressive qualities of music.*** Roseburg students will: 1. Recognize subtleties in communication through body language, gestures, tone, inflection, and volume. 2. Recognize use of mass media techniques. ***B. The student will be able to improvise and/or compose music as a vehicle for understanding music.*** Roseburg students will: 1. List general criteria for assessing the worth of a performance or work of art. ***2. The student will be able to understand the diversity and influence of music careers, music avocations, and music consumer products in society.*** Roseburg students will: 1. Become aware and knowledgeable about the uses of music in our society. 2. Recognize use of mass media techniques. 3. Become aware of musical products in our society. 4. Classify specific characteristics.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to recognize the use of music as an avenue of communication leading to better understanding of cultures, people and nations.*** Roseburg students will: 1. Sing, play, listen, and move to variety of music. 2. Share ideas and information orally with others. 3. Repeat oral messages verbatim. 4. Recognize subtleties in communication through body language, gestures, tones, inflection, and volume. 5. Recognize similar characteristics despite of occurring major changes such as a round. ***B. The student will be able to develop a cultural and historical perspective of music.*** Roseburg students will: 1. Recognize a variety of music of different cultures, including ethnic music of the United States and other countries. 2. Locate facts about music of different cultures in grade-level materials. 3. Recognize music as "old" or "new". 4. Identify general characteristics, which make them similar or different. 5. Determine general purpose of assignment and ask clarification questions such as, "What are empire builders in 'Oregon, My Oregon'?"

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FIFTH GRADE MUSIC

OREGON STANDARDS

AESTHETICS AND ART CRITICISM

Students will respond to, explain and analyze works of art based on technical, organizational and aesthetic elements by
STANDARD I. Responding to works of art, giving reasons for preferences.
STANDARD II. Responding to, explaining and analyzing works of art, applying knowledge to technical, organization and aesthetic elements.

NATIONAL STANDARD 6: **Listening To, Analyzing and Describing Music**	NATIONAL STANDARD 7: **Evaluating Music and Music Performances**	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside of arts.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to demonstrate an open-minded attitude toward listening to and performing many types of music.*** ***B. The student will be able to analyze the uses of elements of music in aural examples representing diverse genres and cultures.*** ***C. The student will demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.*** ***D. The student will develop the ability to describe music with increasingly precise musical terminology.*** Roseburg students will: 1. Describe music, including the elements of rhythm, melody, form, meter, tempo, dynamics, timbre, and harmony. 2. Share ideas and information with others. ***E. The students will be able to demonstrate an open-mined attitude toward listening to many types of music.*** Roseburg students will: 1. Respond appropriately to a widening variety of music used for listening or movement activities a. Identify simple fallacies (e.g., all opera is sung in a language other than English or music in a minor key always means sad) Continued on next page	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.*** Roseburg students will: 1. List personal criteria for assessing the worth of a performance or a work of art (e.g., students list qualities of a good performance such as word clarity, manners, and quality of sound of stage etiquette. 2. Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for Continued on next page	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theater) can be used to transform similar events, scenes, emotions, or ideas into works of art.*** ***B. The student will be able to describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.***

NATIONAL STANDARD 6: **Listening To, Analyzing and Describing Music**	NATIONAL STANDARD 7: **Evaluating Music and Music Performances**	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside of arts.**
2. Develop the skills to be an active performer and informed listener with attending musical events. a) Distinguish subtleties among sounds (e.g. instrumentation, tempo, dynamics and vocal timbre) b) Recognize sounds with messages (e.g., program music, television themes or motif in classical music)0 c) Recognize use of mass media technigues (e.g., become aware of the variety of musical styles used in television and movies to reflect mood, action, or setting) ***F. The student will be able to develop an understanding of the expressive qualities music.*** Roseburg students will: 1. Recognize and understand the expressive qualities of music including mood and message a) Recognize subtleties in communication through body language, gestures, tone, inflection, volume (e.g., use various vocal inflections to create changes in the mood of a song. b) Recognize use of mass media techniques (e.g., discuss how music is used to advertise a product.	the style of the music and offer constructive suggestions for improvement.	

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FIFTH GRADE MUSIC

OREGON STANDARDS

CREATE, PRESENT, AND PERFORM

Students will use ideas, skills and techniques in the arts.

STANDARD I. Apply artistic and elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.

STANDARD II. Communicate verbally and in writing about one's own artwork.

NATIONAL STANDARD 1: **Singing, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 2: **Performing on instruments, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 3: **Improvising melodies, variations, and accompaniment.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to sing accurately in a free, clear and comfortable voice, using musically appropriate vocal tone in a range of a 8th.*** ***B. The student will be able to sing accurately and with proper posture and effective breath management throughout.*** ***C. The student will be able to sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory.*** ***D. The student will be able to sing music representing diverse genres and cultures, with expression appropriate for the work being performed.*** Continued on next page	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.*** ***B. The student will be able to perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 1, on a scale of 1 to 6.*** ***C. The student will be able to perform music representing diverse genres and culture, with expression appropriate for the work being performed.*** ***D. The student will be able to play by ear simple melodies on a melodic instrument and simple accompaniment on a harmonic instrument.*** Roseburg students will: 1. Play instruments frequently in a variety of solo and ensemble settings. 2. Move appropriately and comfortably to music, including demonstration of musical form. 3. Perform with focus, poise, enthusiasm and increasing independence. 4. Show preparation and excellence in performance with appropriate response to the conductor. Continued on next page	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to improvise simple harmonic accompaniments.*** ***B. The student will be able to improvise melodic embellishments and simple rhythmic and variations on given pentatonic melodies and melodies in major keys.*** ***C. The student will be able to improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.*** Roseburg students will: 1. Create simple improvisations using 'question and answers" and ABA form. Continued on next page

NATIONAL STANDARD 1: **Singing, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 2: **Performing on instruments, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 3: **Improvising melodies, variations, and accompaniment.**
E. The student will be able to sing music written in two and three parts. ***F. The student will be able to sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory***	Students who participate in an instrumental ensemble or class ***E. The student will be able to perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6, including a solo performed from memory.***	2. Experiment with the elements of music (volume, tempos, etc.) through a variety of creative activities, including movement, singing, choral reading, and playing instruments. 3. Organize information using a chart that illustrates the plan of an improvisation of composition.

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FIFTH GRADE MUSIC

OREGON STANDARDS

CREATE, PRESENT, AND PERFORM

Students will use ideas, skills and techniques in the arts.
STANDARD I. Apply artistic and elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.
STANDARD II. Communicate verbally and in writing about one's own artwork.

NATIONAL STANDARD 4: **Composing and arranging music within specified guidelines.**	NATIONAL STANDARD 5: **Reading and notating music.**
ROSEBURG MUSIC LEARNING TARGETS A. ***The student will be able to compose short pieces with specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.*** B. ***The student will be able to arrange simple pieces for voices or instruments other than those for which the pieces were written.*** C. ***The student will be able to use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.*** D. ***Compose a musical background for poetry, literature and/or movement.*** The student will: 1. Distinguish subtleties among sounds by selecting appropriate percussion instruments as an accompaniment to movement. 2. Compose a theme for each character in a table.	**ROSEBURG MUSIC LEARNING TARGETS** A. ***The student will be able to identify pitch, register, melodic intervals, major and minor mode, meter and tempo, timbre, and style.*** Roseburg students will: 1. Continue to distinguish between duple and triple meter and identify changing meters while listening to music. 2. Identify notes in treble clef by letter name. 3. When given an aural example of a short melody, the student will choose the corresponding notated example. 4. Visually identify and perform: fermata, crescendo, decrescendo, and dynamic level pp through ff. 5. Aurally identify musical form as AB, ABA, Rondo, Theme and Variation. 6. Aurally identify triads as major or minor. 7. Aurally identify tempo and changes as fast or slow, or getting faster or slower. 8. Aurally identify octave. 9. Aurally identify simple melodic intervals within a song setting (a) Recognize increasingly more difficult intervals of the difference between the sound of a major and minor scale. I. Aurally identify and classify instruments according to families. (b) Identify by sight and list some common characteristics of at least three instruments in each instrumental family. (c) Identify the timbre of various instruments within a family of instruments. 11. Aurally identify and classify instruments according to registers. (d) Distinguish subtleties among sounds by echo-playing melody patterns in different registers on melodic instruments. 12. Aurally identify styles of music, such as folk, classical, jazz, rock, gospel and electronic. (a) Share ideas and information orally about the style of a listening example. Continued on next page

NATIONAL STANDARD 4: **Composing and arranging music within specified guidelines.**	NATIONAL STANDARD 5: **Reading and notating music.**
	B. The student will be able to read and notate music. Roseburg students will: 1. Read and perform quarter note, beamed double eighth note, half note, dotted half note and whole note. 2. Read and perform quarter rest, half rest, and whole rest in 4/4,3/4, & 2/4 meter. 3. Read and notate rhythms in duple (2/4, 4/4) and triple (3/4) meter. 4. Recognize and read melodic rhythmic patterns on a full five line staff. 5. Read and notate signs and symbols affecting form in music such as repeat signs, D.C. al, Fine, etc. 6. Read simple pentatonic melody patterns on a full 5-line staff. 7. Move from reading simple to more complex melodies. 8. Identify a melody which moves by steps or skips or both. 9. Explain how things continue to have some of the same characteristics even though a major change occurs, e.g., identify the same melodic pattern when it occurs in different registers. 10. Recognize music words like round, canon, phrase, ostinato. 11. Read and notate signs and symbols affecting form in music such as repeat signs, D.C., fine, D.S., and first and second ending.

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FIFTH GRADE MUSIC

OREGON STANDARDS
HISTORICAL & CULTURAL

Students will understand how works of art relate to the time periods and cultures in which they are created and how certain works of art form various time periods and cultures are related.

STANDARD I. Relate works of art from various time periods and cultures to each other.
STANDARD II. Describe how historical and cultural contexts influence works of art.

NATIONAL STANDARD 6: **Listening to, analyzing, and describing music.**	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside arts.**	NATIONAL STANDARD 9: **Understand music in relation to history and culture.**
ROSEBURG MUSIC LEARNING TARGETS ***A.* The student will be able to describe specific music events in a given aural example, using appropriate terminology** ***B.* The student will be able to analyze the uses of elements of music in aural examples representing diverse genres and cultures.** ***C. The student will be able to demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.*** ***D. The student will be able to develop the ability to describe music with increasingly precise musical terminology.*** Roseburg students will: 1. Describe music, including the elements of rhythm, melody, form, meter, tempo, dynamics, timbre, and harmony. 2. Share ideas and information orally with others (e.g., describe gradually louder as 'crescendo'. ***E. The student will be able to demonstrate an open-minded attitude toward listening to many types of music.*** Roseburg students will: 1. Respond appropriately to a widening variety of music used for listening or movement activities. a) Identify simple fallacies (e.g., all opera is sung in a language other than English or music in a minor key always means sad). Continued next page	**ROSEBURG MUSIC LEARNING TARGETS** A. ***The student will be able to compare in two or more arts how the characteristic materials of each art (that is sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theater) can be used to transform similar events, scenes, emotions, or ideas into works of art.***	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to describe distinguishing characteristics of representative music genres and styles from a variety of cultures.*** ***B. The student will be able to classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work and explain the characteristics that cause each work to be considered exemplary.*** ***C. The student will be able to compare, in several cultures of the world, functions, music serves, roles of musicians, and conditions under which music is typically performed.***

2. Develop the skills to be an active performer and informed listener when attending musical events. a) Distinguish subtleties among sounds (e.g., instrumentation, tempo, dynamics and vocal timbre). b) Recognize sounds with messages (e.g., program music, television themes or motif in classical music). c) Recognize use of mass media techniques (e.g., become aware of the variety of musical styles used in television and movies to reflect mood, action, or setting). ***F. Students should be able to develop an understanding of the expressive qualities of music.*** Roseburg students will: 1. Recognize and understand the expressive qualities of music including mood and message. a) Recognize subtleties in communication through body language, gestures, tone, inflection, volume (e.g., use various vocal inflections to create changes in the mood of a song). b) Recognize use of mass media techniques (e.g., discuss how music is used to advertise a product.	***B. The student will be able to describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.***	***D. The student will be able to recognize the use of music as an avenue of communication leading to better understanding of cultures, people and nations.*** Roseburg students will: 1. Sing, play, listen and move to American music and music of other cultures. 2. Engage in a variety of musical experiences, comparing and contrasting, listening, singing, moving, and demonstrating respect for diverse historical and international genre.

SIXTH GRADE MUSIC

OREGON STANDARDS

AESTHETICS AND ART CRITICISM

Students will respond to, explain and analyze works of art based on technical, organizational and aesthetic elements by

STANDARD I. Responding to works of art, giving reasons for preferences.

STANDARD II. Responding to, explaining and analyzing works of art, applying knowledge to technical, organization and aesthetic elements.

NATIONAL STANDARD 6: Listening To Analyzing and Describing Music	NATIONAL STANDARD 7: Evaluating Music and Music Performances	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside of arts.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student** will be able to demonstrate an open-minded attitude toward listening to and performing many types of music.* Roseburg Students will: 1. Respond to an ever-widening exposure to many types of music for performance, movement activities, or listening. 2. Identify simple fallacies, such as "the only popular music is rock music." 3. List criteria for assessing a performance or work of art. 4. Develop the skills to be an active performer and informed listener. 5. Distinguish subtleties among sounds, such as instrumentation, tempo, dynamics, vocal timbre, and mood. 6. Recognize sounds with messages. 7. Recognize role of mass media techniques. ***B.** The student will develop the ability to describe music with increasingly precise musical terminology.* Roseburg students will: 1. Describe music, including the elements of rhythm, melody, form, meter, tempo, dynamics, timbre and harmony and style. ***C. The students will be able to develop an understanding of the expressive qualities of music.*** Roseburg students will: 1. Recognize and understand the expressive qualities of music, including mood and message.	**ROSEBURG MUSIC LEARNING TARGETS** ***B. The student will be able to demonstrate a sense of accomplishment in and a commitment to high quality performance.*** Roseburg students will: 1. Listen to, observe, and distinguish between varying qualities of performances. performances. 2. Participate in a variety of 3. Select words and gestures, which express ideas and concepts effectively. 4. Engage in cooperative problem solving and compare alternative solution strategies.	**ROSEBURG MUSIC LEARNING TARGETS** ***C. The student will be able to understand the diversity of consumer products in our society.*** Roseburg students will: 1. Become aware of and knowledgeable about the variety of music careers in our society. 2. Become aware of and knowledgeable about the avocations and leisure uses of music. 3. Become aware of the musical products in society.

SIXTH GRADE MUSIC

OREGON STANDARDS
CREATE, PRESENT, AND PERFORM

Students will use ideas, skills and techniques in the arts.
STANDARD I. Apply artistic and elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.
STANDARD II. Communicate verbally and in writing about one's own artwork.

NATIONAL STANDARD 1: **Singing, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 2: **Performing on instruments, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 3: **Improvising melodies, variations, and accompaniment.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to develop the ability to sing with appropriate tone, rhythm, technique, and maintain awareness of intonation, musical feeling, and balance in the ensemble.*** Roseburg students will: 1. Sing on pitch within a range of at least a 10th, demonstrating a natural, free singing tone, good posture, and breath control with special consideration for boys' changing voices. 2. Produce correct basic speech sounds. 3. Pronounce words according to acceptable standard English. 4. Use pitch, tempo, tone, and volume to enhance oral presentations. ***B. The student will be able to perform a variety of musical works, alone or in an ensemble, either by rote/memory or notation.*** Roseburg students will: 1. Perform a variety of songs. 2. Recognize common words at sight. 3. Ask questions to clarify, gain assistance, or locate information. 4. Provide accurate descriptive details. 5. Repeat oral messages verbatim. 6. Follow a study plan. 7. Turn in assignments on time.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to develop the ability to sing with appropriate tone, rhythm, technique, and maintain awareness of intonation, musical feeling, and balance in the ensemble.*** Roseburg students will: 1. Play a variety of pitched and non-pitched percussion instruments, wind, string, and electronic or keyboard instruments, demonstrating correct technique. 2. Use pitch, tempo, tone, and volume to enhance musical presentations. ***B. The student will be able to perform a variety of musical works, alone or in an ensemble, either by rote/memory or notation.*** Roseburg students will: 1. Perform a variety of instrumental pieces. 2. Recognize common words at sight. 3. Ask questions to clarify, gain assistance, or locate information. 4. Provide accurate descriptive details. 5. Repeat oral messages verbatim. 6. Follow a study plan. 7. Turn in assignments on time.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to improvise music as a vehicle for understanding music.*** Roseburg students will: 1. Create simple improvisations using AB, ABA and rondo form. 2. Improvise a musical background for poetry, literature, and/or movement. ***B. The student will be able to manipulate the elements of music (rhythm, melody, harmony, form, timbre, tempo, and dynamics) for expressive purposes.*** Roseburg students will: 2. Experiment with the elements of music through a variety of creative activities, including movement, singing, and playing instruments, and then evaluate the outcomes.

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SIXTH GRADE MUSIC

OREGON STANDARDS

CREATE, PRESENT, AND PERFORM

Students will use ideas, skills and techniques in the arts.

STANDARD I. Apply artistic and elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.

STANDARD II. Communicate verbally and in writing about one's own artwork.

NATIONAL STANDARD 4: **Composing and arranging music within specified guidelines.**	NATIONAL STANDARD 5: **Reading and notating music.**
ROSEBURG MUSIC LEARNING TARGETS	**ROSEBURG MUSIC LEARNING TARGETS**
A. ***The student will be able to develop the ability to compose music as a vehicle for understanding music.***	A. ***The student will be able to identify pitch, register, melodic intervals, major and minor mode, meter and tempo, timbre, and style.***
Roseburg students will:	Roseburg students will:
1. Create simple compositions using AB, ABA and rondo form.	1. Aurally & visually identify simple melodic intervals.
2. Compose a musical background for poetry, literature, and/or movement.	2. Aurally identify voices as soprano, alto, tenor, or bass.
	3. Identify the use of major and minor modes in music.
	4. Discriminate between duple and triple meters
	5. Aurally identify the tempo of music as "fast", "slow", or "getting faster or slower."
	6. Identify AB, ABA, rondo, and theme-and-variation forms.
	7. Identify vocal and instrument timbres with increasing accuracy.
	8. Identify styles of music such as jazz, rock, gospel, folk, classical, electronic, ethnic, etc.
B. ***The student will be able to manipulate the elements of music, rhythm, melody, harmony, form, timbre, tempo, and dynamics, for expressive purposes.***	B. ***The student will be able to read and notate music.***
Roseburg students will:	1. Roseburg students will:
1. Experiment with the elements of music through a variety of creative activities, including movement, singing, and playing instruments, and then evaluate the outcomes.	2. Read and perform notes, and corresponding rests.
	3. Read and notate rhythms in duple (2/4, 4/4) and triple (3/4) meter.
	4. Read and notate signs and symbols affecting form in music.
	5. Read and notate signs and symbols affecting interpretation of tempo and dynamics.

SIXTH GRADE MUSIC

OREGON STANDARDS

HISTORICAL & CULTURAL

Students will understand how works of art relate to the time periods and cultures in which they are created and how certain works of art form various time periods and cultures are related.

STANDARD I. Relate works of art from various time periods and cultures to each other.

STANDARD II. Describe how historical and cultural contexts influence works of art.

NATIONAL STANDARD 6: **Listening to, analyzing, and describing music.**	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside arts.**	NATIONAL STANDARD 9: **Understand music in relation to history and culture.**
ROSEBURG MUSIC LEARNING TARGETS **A. The student will be able to demonstrate an open-minded attitude toward listening to and performing many types of music.** *Roseburg students will:* *1. Respond to an ever-widening exposure to many types of music for performance, movement, activities, or listening.* *2. Identify simple fallacies, such as "the only popular music is rock music."* *3. List personal criteria for assessing a performance or work of art.* *4. Develop the skills to be an active performer and informed listener.* *5. Distinguish subtleties among sounds, such as instrumentation.* *6. Recognize sounds with messages.* *7. Recognize use of mass media techniques.* **B. The student will be able to describe music with increasingly precise musical terminology.** *Roseburg students will:* *1. Describe music, including the elements of rhythm, melody, form, meter, tempo, dynamics, timbre, harmony, texture, and style.* ***C. The student will be able to develop an understanding of the expressive qualities of music.*** Roseburg students will: 1. Recognize and understand the expressive qualities of music, including mood and message. ***D. The student will be able to develop an understanding of the expressive qualities of music.*** Roseburg students will: 1. Recognize subtleties in communication through body language, gestures, tone, inflection, or volume. 2. Recognize use of mass media techniques.	**ROSEBURG MUSIC LEARNING TARGETS** C. ***The student will be able to understand the diversity and influence of music careers, music avocations, and music consumer products in our society.*** Roseburg students will: 1. Become aware of and knowledgeable about the variety of music careers in our society. 2. Become aware of and knowledgeable about the avocational and leisure uses of music. 3. Become aware of the musical products in society.	**ROSEBURG MUSIC LEARNING TARGETS** ***A. The student will be able to recognize the use of music as an avenue of communication leading to better understanding of cultures, people and nations.*** Roseburg students will: 1. Sing, play, listen and move to American music and music of other cultures. 2. Share ideas and information orally with others. 3. Repeat oral messages verbatim. 4. Recognize subtleties in communication through body language, gestures, tone, inflection, volume. ***B. The student will be able to develop a cultural and historical perspective of music.*** The Roseburg students will: 1. Recognize and identify an ever-increasing variety of music of different cultures, including ethnic music of the United States and other countries. 2. Locate facts in grade level selections. 3. Experience, recognize and identify music of various historic eras.

FIFTH AND SIXTH GRADE CHORAL MUSIC

OREGON STANDARDS

AESTHETICS AND ART CRITICISM

Students will respond to, explain and analyze works of art based on technical, organizational and aesthetic elements by
STANDARD I. Responding to works of art, giving reasons for preferences.
STANDARD II. Responding to, explaining and analyzing works of art, applying knowledge to technical, organization and aesthetic elements.

NATIONAL STANDARD 6: **Listening To, Analyzing and Describing Music**	NATIONAL STANDARD 7: **Evaluating Music and Music Performances**	
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to read and interpret music.*** Roseburg students will: 1. Demonstrate sensitivity to the style and mood of the music. ***B.* The student will be able to demonstrate correct performance behaviors.** 1. Physically communicate the emotion and mood of the piece through the appropriate use of body language including facial expression, gestures or choreography.	**ROSEBURG MUSIC LEARNING TARGETS** ***A.* The student will be able to experience social growth through choral music performance.** Roseburg students will: 1. Display appreciation of peers' efforts and skills. 2. Develop positive self image by sharing in accomplishment so the group.	

FIFTH AND SIXTH GRADE CHORAL MUSIC

OREGON STANDARDS

CREATE, PRESENT, AND PERFORM

Students will use ideas, skills and techniques in the arts.

STANDARD I.. Apply artistic and elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.

STANDARD II. Communicate verbally and in writing about one's own work.

NATIONAL STANDARD 1: **Singing, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 5: **Reading and Notating Music**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will be able to demonstrate correct vocal production.*** Roseburg students will: 1. Sing on pitch and produce good diction and vowel sounds with an awareness of diphthongs. 2. Demonstrate good posture, breath support, and tonal focus ***B. The student will be able to demonstrate read and interpret music.*** Roseburg students will: 1. Experience different forms of written music, including verse and refrain or open score with two or more parts and accompaniment lines. ***C. The student will be able to participate in an ensemble.*** Roseburg students will: C. Sing with proper attention to blend and balance. D. Be responsive to a director. E. Demonstrate individual responsibility and cooperation within the ensemble. ***D. The student will be able to sing a broad spectrum of musical literature.*** Roseburg students will: Sing a variety of arrangements including unison, rounds, partner song, two or more parts, a Capella and with various accompaniments. ***E. The students will be able to demonstrate correct performance behaviors.*** Roseburg students will: Appropriately enter and exit a performance area. Maintain performance stature and stage presence. Continued on next page	**ROSEBURG MUSIC LEARNING TARGETS** A. ***The student will be able to read and interpret music notation.*** Roseburg students will: D. Follow melodic direction of a piece with increasing awareness of interval relationships and simple rhythmic patterns. E. Recognize and interpret musical symbols and terms including dynamic markings, D.C., D.S. repeat signs, coda and phrase markings.

F. The student will experience social growth through choral music performance. Roseburg students will: 1. Develop a sense of cooperation through ensemble performance. 2. Demonstrate awareness of responsibilities and obligations of the ensemble. 3. Develop positive self image by sharing in accomplishments of the group.	

FIFTH AND SIXTH GRADE CHORAL MUSIC

OREGON STANDARDS

HISTORICAL & CULTURAL

Students will understand how works of art relate to the time periods and cultures in which they are created and how certain works of art from Various time periods and cultures are related.

STANDARD I.. Apply artistic and elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.

STANDARD II. Communicate verbally and in writing about one's own work.

NATIONAL STANDARD 8: **Understand relationships between music and art and discipline outside arts.**	NATIONAL STANDARD 9: **Understand music in relation to history and culture.**
ROSEBURG MUSIC LEARNING TARGETS ***A. The student will become aware of career relating to choral music.*** Roseburg students will: 1. Become aware of vocational opportunities including composer, arranger, performer, sales, etc.	**ROSEBURG MUSIC LEARNING TARGETS** **A. *The student will be able to sing a broad spectrum of musical literature.*** Roseburg students will: 1. Sing various styles including: folk, patriotic, popular, serious, sacred, country and jazz. 2. Sing a variety of music of different cultures including ethnic music or the U. S. and other countries.

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FIFTH AND SIXTH GRADE BAND

OREGON STANDARDS

AESTHETICS AND ART CRITICISM

Students will respond to, explain and analyze works of art, based on technical, organizational and aesthetic elements by
STANDARD I.. Responding to works of art, giving reasons for preferences.
STANDARD II. Responding to, explaining and analyzing works of art, applying knowledge to technical, organization and aesthetic elements.

NATIONAL STANDARD 7: **Evaluating Music and Music Performances**	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside of arts.**
ROSEBURG MUSIC LEARNING TARGETS **A. *The student will be able to recognize and demonstrate characteristics of musicality:*** Roseburg students will: 1. Develop an awareness of ensemble balance; intonation. 2. Identify and achieve a balance between melodic and harmony parts. 3. Adjust dynamics to achieve balance between different sections. 4. Be sensitive to, and able to, improve intonation while playing simple melodies. 5. Display appreciation of peers' efforts and skills.	ROSEBURG MUSIC LEARNING TARGETS **A. *The student will be able to recognize and demonstrate characteristics of musicality.*** Roseburg students will: 1. Become aware of historical backgrounds of various musical styles. **B. *The student will be able to be aware of careers relating to instrumental music.*** Roseburg students will: 1. Participate in discussions or view films about music careers such as composer, arranger, repair, sales, sound technician, teacher, performer, etc. 2. Become aware of a vocational, life-long performing opportunities such as: church, community bands, small ensembles, and dance bands.

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FIFTH AND SIXTH GRADE BAND

OREGON STANDARDS

CREATE. PRESENT, AND PERFORM

Students will use ideas, skills and techniques in the arts.

STANDARD I.. Apply artistic and elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.

STANDARD II. Communicate verbally and in writing about one's own artwork.

NATIONAL STANDARD 2: **Performing on instruments, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 5: **Reading and Notating Music**
ROSEBURG MUSIC LEARNING TARGETS	ROSEBURG MUSIC LEARNING TARGETS
A. ***The student will be able to demonstrate correct tone quality and technique.*** Roseburg students will: 1. Produce characteristic tone quality using the correct embouchure. 2. Maintain a consistent tone quality using a steady air steam. 3. Use steady air steam and correct embouchure to adjust pitch. 4. Demonstrate correct posture and instrument position or stick technique. 5. Learn appropriate articulation skills to include staccato, legato, and accent. 6. Percussion students will be able to execute flam, paradiddle, 5-7-9 stroke rolls. 7. Play five major scales and an octave of chromatics Bb, Eb, Ab, F, C. 8. Use alternate fingerings where applicable. 9. Extend her/his playing range (pitch). **B.** ***The student will be able to read and interpret music notation.*** Roseburg students will: 1. Play parts maintaining accurate melodic and harmonic intonation. 2. Use electronic technology to improve skills via videos, filmstrips, rhythm practice tape machines, and computer software. **C.** ***The student will be able to recognize and demonstrate characteristics of musicality.*** Roseburg students will: 1. Control the rhythmic pulse of music. 2. Independently maintain a steady pulse and subdivide the pulse into simple divisions. 3. Interpret conductor's tempo changes. 4. Develop an awareness of musical phrasing and dynamics.	**A.** ***The student will be able to read and interpret music notation.*** Roseburg students will: 1. Identify and execute rhythmic notation by note name and value. 2. Learn a standard counting system in a variety of meters. 3. Identify pitch both by note name and fingering, position (trombone) or keyboard location (mallets). 4. Interpret key signature and accidental markings. 5. Sight read melodies of increasing difficulty. 6. Identify signs and symbols affecting form and expression in music. 7. Name and understand symbols included in appropriate bank book for level of expertise.

FIFTH AND SIXTH GRADE BAND

OREGON STANDARDS

HISTORICAL & CULTURAL

Students will understand how works of art relate to the time periods and cultures in which they are created and how certain works of art from various time periods and cultures are related.

STANDARD I.. Relate works of art from various time periods and cultures to each other.

STANDARD II. Describe how historical and cultural contexts influence works at art.

NATIONAL STANDARD 8: **Understand relationships between music and art and discipline outside arts.**	NATIONAL STANDARD 9: **Understand music in relation to history and culture.**
ROSEBURG MUSIC LEARNING TARGETS **A. *The student will be able to recognize and demonstrate characteristics of musicality.*** Roseburg students will: 1. Become aware of historical backgrounds of various musical styles. **B. *The student will become aware of careers relating to instrumental music.*** Roseburg students will: 1. Participate in discussions or view films about music careers such as: composer, arranger, repair, sales, sound technician.	ROSEBURG MUSIC LEARNING TARGETS **A. *The student will be able to recognize and demonstrate characteristics of musicality.*** Roseburg students will: 1. Become acquainted with a variety of historical and cultural styles through musical performance. **B. *The student will be able to determine appropriate style for different pieces of music.*** Roseburg students will: 1. Discuss and interpret music and symbols to determine appropriate performance style of a piece of music.

EIGHTH GRADE MUSIC

OREGON STANDARDS

AESTHETICS AND ART CRITICISM

Students will respond to, explain and analyze works of art based on technical, organizational and aesthetic elements by
STANDARD I. Responding to works of art, giving reasons for preferences.
STANDARD II. Responding to, explaining and analyzing works of art, applying knowledge to technical, organization and aesthetic elements.

NATIONAL STANDARD 6: **Listening To, Analyzing and Describing Music**	NATIONAL STANDARD 7: **Evaluating Music and Music Performances**	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside of arts.**
ROSEBURG MUSIC LEARNING TARGETS A. ***The student will be able to describe specific music events in a given aural example, using appropriate terminology.*** B. **The student will be able to analyze the uses of elements of music in aural examples representing diverse genres and cultures.** C. ***The students will be able to demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analysis of music.*** D. ***Students will be able to identify the sounds of a variety of instruments.***	ROSEBURG MUSIC LEARNING TARGETS A. ***The student will be able to develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.*** B. ***The students will be able to evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.***	ROSEBURG MUSIC LEARNING TARGETS A. ***The student will be able to compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of arts.*** B. ***The student will be able to describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.***

EIGHTH GRADE MUSIC

OREGON STANDARDS

CREATE, PRESENT, AND PERFORM

Students will use ideas, skills and techniques in the arts.

STANDARD I. Apply artistic and elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.

STANDARD II. Communicate verbally and in writing about one's own artwork.

NATIONAL STANDARD 1: **Singing, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 2: **Performing on instruments, alone and with others, a varied repertoire of music.**	NATIONAL STANDARD 3: **Improvising melodies, variations, and accompaniment.**
ROSEBURG MUSIC LEARNING TARGETS A. ***The student will be able to sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.*** B. ***The student will be able to sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory.*** C. ***The student will be able to sing music representing diverse genres and cultures, with expression appropriate for the work being performed.*** D. ***The student will be able to sing music written in two and three parts.*** E. ***The student will be able to sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.*** F. ***The student will be able to sing in groups, blend vocal timbre, match dynamics, and respond to the conductor's cues.***	ROSEBURG MUSIC LEARNING TARGETS A. ***The student will be able to perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.*** B. ***The student will be able to perform with expression and technical accuracy on at least one string, wind, or percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2 on a scale of 1 to 6.*** C. ***The student will be able to perform music representing diverse genres and cultures, with expression appropriate for the work being performed.*** D. ***The student will be able to play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.*** E. ***The student will be able to perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory***	ROSEBURG MUSIC LEARNING TARGETS A. ***The student will be able to improvise simple harmonic accompaniments.*** B. ***The student will be able to improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.*** C. ***The student will be able to improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent stylemeter, and tonality.***

EIGHTH GRADE MUSIC

OREGON STANDARDS

CREATE, PRESENT, AND PERFORM

Students will use ideas, skills and techniques in the arts.

STANDARD I. Apply artistic and elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.

STANDARD II. Communicate verbally and in writing about one's own artwork.

NATIONAL STANDARD 4: **Composing and arranging music within specified guidelines.**	NATIONAL STANDARD 5: **Reading and notating music.**
ROSEBURG MUSIC LEARNING TARGETS	ROSEBURG MUSIC LEARNING TARGETS
A. ***The student will be able to compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.***	A. ***The student will be able to read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, ¾, 4/4, 6/8, 3/8, and alla breve meter signatures.***
B. ***The student will be able to arrange simple pieces for voices or instruments other than those for which the pieces were written.***	B. ***The student will be able to read at sight simple melodies in the appropriate clef.***
C. ***The student will be able to use a variety of traditional and non-traditional sound sources and electronic media when composing and arranging.***	C. ***The student will be able to identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.***
	D. ***The student will be able to use standard notation to record their musical ideas and the musical ideas of others. Students who participate in a choral or instrumental ensemble class.***
	E. ***The student will be able to sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.***

Office of Curriculum, Instruction and Field Services For use during the 1999-2000 school year
Enhancements will be made under "Curriculum and School Improvement" on the web: www.ode.state.or.us

EIGHTH GRADE MUSIC

OREGON STANDARDS

HISTORICAL & CULTURAL

Students will understand how works of art relate to the time periods and cultures in which they are created and how certain works of art from various time periods and cultures are related.

STANDARD I. Relate works of art from various time periods and cultures to each other.

STANDARD II. Describe how historical and cultural contexts influence works of art.

NATIONAL STANDARD 6: **Listening to, analyzing, and describing music.**	NATIONAL STANDARD 8: **Understanding relationships between music and art and discipline outside arts.**	NATIONAL STANDARD 9: **Understand music in relation to history and culture.**
ROSEBURG MUSIC LEARNING TARGETS		ROSEBURG MUSIC LEARNING TARGETS A. ***The student will be able to describe distinguishing characteristics of representative music genres and styles form a variety of cultures.*** B. ***The student will be able to classify by genre and style (and if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.*** C. ***The student will be able to compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.***

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THE ARTS

AESTHETICS AND ART CRITICSM: Respond to, explain and analyze works of art, based on technical, organizational and aesthetic elements.

Common Curriculum Goals	Content Standards	Kindergarten	Grade 1 Benchmark	Grade 2
Use knowledge of technical, organizational and aesthetic elements to describe and analyze one's own art and the art of others. Respond to works of art, giving reasons for preferences.	Explain and analyze works of art, applying knowledge of technical, organizational and aesthetic elements. Respond to works of art, giving reasons for preferences.	Recognize artistic elements in works of art. *The student will recognize line and color.*	Recognize artistic elements in works of art. *The student will recognize line, color and shape.*	Recognize artistic elements in works of art. *The student will recognize line, color, shape and texture. .* Describe an idea or feeling connected with viewing a work of art. *The student will tell how s/he feels or what a work of art makes him/her think about.*

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AESTHETICS AND ART CRITICSM

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 4	Grade 5 Benchmark
Use knowledge of technical, organizational and aesthetic elements to describe and analyze one's own art and the art of others. Respond to works of art, giving reasons for preferences.	Explain and analyze works of art, applying knowledge of technical, organizational and aesthetic elements. Respond to works of art, giving reasons for preferences.	Recognize artistic elements in works of art. *The student will recognize line, shape, color, texture and value.* Describe an idea or feeling connected with viewing a work of art. *The student will tell how they feel or what a work of art makes them think about.*	Identify artistic elements and principles which can be used to analyze works of art. *The student will describe how elements of art are used in a piece of art to create design principles of balance and unity.* Identify personal preferences and their relationship to artistic elements. *The student will tell what work of art they prefer based on the elements of art.*	Identify artistic elements and principles which can be used to analyze works of art. *The student will describe how elements of art are used to create design principles of balance, unity and emphasis.* Identify personal preferences and their relationship to artistic elements. *The student will tell how they feel or what a work of art makes them think about based on the elements and principles of art.*

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AESTHETICS AND ART CRITICSM

Common Curriculum Goals	Content Standards	Grade 6	Grade 7 and/or Grade 8
Use knowledge of technical, organizational and aesthetic elements to describe and analyze one's own art and the art of others.	Explain and analyze works of art, applying knowledge of technical, organizational and aesthetic elements.	Recognize and describe how technical, organiza-ional and aesthetic ele-ents contribute to the ideas, emotions and overall impact communi-ated by works of art. *The student will describe how elements of art are used to create balance, unity, emphasis, illusion of space and rhythm-movement.*	Recognize and describe how technical, organiza-ional and aesthetic ele-ents contribute to the ideas, emotions and overall impact communi-ated by works of art. *The student will tell how the artist conveys an idea through use of artistic elements.* State preferences for works of art and reasons for preferences based on key artistic elements and principles used in producing art. *The student will state preferences for works of art and reasons for preferences based on art elements and principles.*
Respond to works of art, giving reasons for preferences.	Respond to works of art, giving reasons for preferences.	State preferences for works of art and reasons for preferences based on key artistic elements and principles used in producing art. *The student will state preferences for works of art and reasons for preferences based on art elements and principles.*	

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AESTHETICS AND ART CRITICISM

Common Curriculum Goals	Content Standards	Grade 9	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark
Use knowledge of technical, organizational and aesthetic elements to describe and analyze one's own art and the art of others. Respond to works of art, giving reasons for preferences.	Explain and analyze works of art, applying knowledge of technical, organizational and aesthetic elements. State preferences for works of art and reasons for preferences, based on key artistic elements and principles used in producing the art.	Recognize and describe how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of art. *The student will tell how the artist conveys an idea through use of artistic elements.* State preferences for works of art and reasons for preferences based on an analysis of how artistic elements and principles are used in producing the art. *The student will state preferences for works of art and reasons for preferences based on an analysis of how artistic elements and principles are used in producing art.*	Analyze how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of art. *The student will analyze how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of art.* State preferences for works of art and reasons for preferences based on an analysis of how artistic elements and principles are used in producing art. *The student will state preferences for works of art and reasons for preferences based on an analysis of how artistic elements and principles are used in producing art.*	Analyze and communicate how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact of art work or media. *The student will analyze and communicate how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact of art work or media.* Analyze the interaction of the artistic elements and principles used in producing art or media and communicate conclusions. *The student will analyze the interaction of the artistic elements and principles used in producing art or media and communicate conclusions.*

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HISTORICAL AND CULTURAL PERSPECTIVES: Understand how works of art relate to the time periods and cultures in which they are created and how certain works of art from various time periods and cultures are related.

Common Curriculum Goals	Content Standards	Kindergarten	Grade 1 Benchmark	Grade 2
Identify both common and unique characteristics found in works of art from various time periods and cultures. Understand that the arts have a historical connection. Explain how a work of art reflects the artist's personal experience in a society or culture. Understand how the arts serve a variety of personal, professional, practical and cultural needs.	Relate works of art from various time periods and cultures. Describe how historical and cultural contexts influence works of art.			Identify an event or condition which inspired a work of art *The student will . . .* *identify how a piece of art shows how people or other living things might be affected by an event or problem. (neighborhoods)*

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HISTORICAL AND CULTURAL PERSPECTIVES: Understand how works of art relate to the time periods and cultures in which they are created and how certain works of art from various time periods and cultures are related.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 4	Grade 5 Benchmark
Identify both common and unique characteristics found in works of art from various time periods and cultures. Understand that the arts have a historical connection. Explain how a work of art reflects the artist's personal experience in a society or culture. Understand how the arts serve a variety of personal, professional, practical and cultural needs.	Relate works of art from various time periods and cultures to each other. Describe how historical and cultural contexts influence works of art.	Identify an event or condition which inspired a work of art. *The student will . . .* *identify how a piece of art shows how people or other living things might be affected by an event or problem. (communities)*	Identify distinguishing features of works of art and their historical and cultural contexts. *The student will identify visual clues that communicate a time in history or specific culture; e.g. dress, technology, transportation, house, setting (Oregon).* Describe how historical or contemporary events influenced or influence works of art. *The student will describe how events related to Oregon influenced a work of art (e.g. Manifest Destiny, Oregon Trail, Gold Rush).*	Identify distinguishing features of works of art and their historical and cultural contexts. *The student will identify visual clues that communicate a time in history or specific culture; e.g. dress, technology, transportation, house, setting (U.S. History).* Describe how historical or contemporary events influenced or influence works of art. *The student will describe how events in U.S. History influenced a work of art.*

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Common Curriculum Goals	Content Standards	Grade 6	Grade 7	Grade 8 Benchmark
Identify both common and unique characteristics found in works of art from various time periods and cultures. Understand that the arts have a historical connection. Explain how a work of art reflects the artist's personal experience in a society or culture. Understand how the arts serve a variety of personal, professional, practical and cultural needs.	Relate works of art from various time periods and cultures to each other. Describe how historical and cultural contexts influence works of art.	Describe and explain distinguishing features of works of art and their historical and cultural contexts. *The student will describe and explain the visual clues (clothing, transportation, technology, scene or setting) that communicate a time in history or specific culture.* Discuss and compare works of art from different time periods and cultures emphasizing their historical context. *The student will describe how events in U.S. History influenced a work of art.*	Describe and explain distinguishing features of works of art and their historical and cultural contexts. *The student will describe and explain the visual clues (clothing, transportation, technology, scene or setting) that communicate a time in history or specific culture* Discuss and compare works of art from different time periods and cultures emphasizing their historical context. *The student will describe how events in U.S. History influenced a work of art.*	Describe and explain distinguishing features of works of art and their historical and cultural contexts. *The student will describe and explain the visual clues (clothing, transportation, technology, scene or setting) that communicate a time in history or specific culture* Discuss and compare works of art from different time periods and cultures emphasizing their historical context. *The student will describe how events in U.S. History influenced a work of art.*

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Common Curriculum Goals	Content Standards	Grade 9	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark
Identify both common and unique characteristics found in works of art from various time periods and cultures. Understand that the arts have a historical connection. Explain how a work of art reflects the artist's personal experience in a society or culture. Understand how the arts serve a variety of personal, professional, practical and cultural needs.	Relate works of art from various time periods and cultures to each other. Describe how historical and cultural contexts influence works of art.	Analyze a work of art by comparing and contrasting it to another work from different time or culture. *The student will describe and explain the visual clues (clothing, transportation, technology, scene or setting) that communicate a time in history or specific culture* Describe and explain how the characteristics of a society or culture influenced works of art. *The student will describe how political, economical and social developments influence works of art.*	Analyze a work of art by comparing and contrasting it to another work from different time or culture. *The student will describe and explain the visual clues (clothing, transportation, technology, scene or setting) that communicate a time in history or specific culture* Describe and explain how the characteristics of a society or culture influenced works of art. *The student will describe how political, economical and social developments influence works of art.*	Describe how historical or contemporary concepts and events influence works of art or media. *The student will describe and explain the visual clues (clothing, transportation, technology, scene or setting) that communicate a time in history or specific culture*

Sweet Home School District Aligned Curriculum 1998

CREATE, PRESENT AND PERFORM: Use ideas, skills and techniques in the arts.

Common Curriculum Goals	Content Standards	Kindergarten	Grade 1 Benchmark	Grade 2
Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes.	Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes.	Create a single form of art, using experiences, imagination, artistic methods and composition to achieve desired effect. *The student will create a piece of art.*	Create a single form of art, using experiences, imagination, artistic methods and composition to achieve desired effect. *The student will create a piece of art.*	Create a single form of art, using experiences, imagination, artistic methods and composition to achieve desired effect. *The student will create a piece of art that conveys a feeling.*
Communicate verbally and in writing, using knowledge of the arts to describe and/or evaluate one's own artwork. Express ideas, moods and feelings through various art forms.	Communicate verbally and in writing about one's own artwork.	Communicate using a simple vocabulary related to various art forms. *The student will talk about his/her piece of art.*	Communicate using a simple vocabulary related to various art forms. *The student will talk about his/her piece of art.*	Communicate using a simple vocabulary related to various art forms. *The student will use grade level art vocabulary to describe the ideas, moods or feelings of a work of art.*

Sweet Home School District Aligned Curriculum 1998

CREATE, PRESENT AND PERFORM: Use ideas, skills and techniques in the arts.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 4	Grade 5 Benchmark
Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes. Communicate verbally and in writing, using knowledge of the arts to describe and/or evaluate one's own artwork. Express ideas, moods and feelings through various art forms.	Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes. Communicate verbally and in writing about one's own artwork.	Create a single form of art, using experiences, imagination, artistic methods and composition to achieve desired effect. *The student will create a piece of art that conveys a feeling.* Communicate using a simple vocabulary related to various art forms. *The student will use grade level art vocabulary to describe the ideas, moods & feelings of a work of art.*	Create a work of art, using experiences, imagination, observations, artistic elements and technical skills to achieve desired effect. *The student will create a piece of art from observation of life.* Communicate, using an extended vocabulary related to various art forms. *The student will use grade level art vocabulary to evaluate various art work.*	Create a work of art, using experiences, imagination, observations, artistic elements and technical skills to achieve desired effect. *The student will create a piece of art from observation of life.* Communicate, using an extended vocabulary related to various art forms *The student will use grade level art vocabulary to evaluate various art work.*

Sweet Home School District Aligned Curriculum 1998

CREATE, PRESENT AND PERFORM: Use ideas, skills and techniques in the arts.

Common Curriculum Goals	Content Standards	Grade 6	Grade 7 and/or Grade 8
Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes.	Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes.	Create a work of art, selecting and applying artistic elements and technical skills to achieve desired effect. *The student will create a piece of art from observation of life using a variety of media.*	Create a work of art, selecting and applying artistic elements and technical skills to achieve desired effect. *The student will create a piece of art from observation of life.* *The student will create a piece of art in cultural context.* Communicate verbally and in writing about one's own artwork.
Communicate verbally and in writing, using knowledge of the arts to describe and/or evaluate one's own artwork. Express ideas, moods and feelings through various art forms.	Communicate verbally and in writing about one's own artwork.	Communicate verbally and in writing about one's own artwork. *The student will use grade level vocabulary to compare work of art from one medium to another.*	*The student will use grade level vocabulary to compare work of art from one medium to another.*

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CREATE, PRESENT AND PERFORM: Use ideas, skills and techniques in the arts.

Common Curriculum Goals	Content Standards	Grade 9	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark
Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes. Communicate verbally and in writing, using knowledge of the arts to describe and/or evaluate one's own artwork. Express ideas, moods and feelings through various art forms.	Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes. Communicate verbally and in writing about one's own artwork.	Create a work of art, selecting, using and combining artistic elements and technical skills to achieve desired effect. *The student will create a work of art from life in a variety of media.* Evaluate and reflect on one's own artwork.	Create a work of art, selecting, using and combining artistic elements and technical skills to achieve desired effect. *The student will create a work of art from life and imagination in a variety of media.* Evaluate and reflect on one's own artwork.	Demonstrate how technical organizational and aesthetic elements combine/contribute to an overall product or production. Evaluate and reflect on the process and resulting product of one's own art or media.

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THE ARTS - MUSIC

Aesthetics and Art Criticism: Respond to, explain and analyze works of art, based on technical, organizational and aesthetic elements.

Common Curriculum Goals	Content Standards	Kindergarten	Grade 1 Benchmark	Grade 2
Use knowledge of technical, organizational and aesthetic elements to describe and analyze one's own art and the art of others. Respond to works of art, giving reasons for preferences.	Explain and analyze works of art, applying knowledge of technical, organizational and aesthetic elements. Respond to works of art, giving reasons for preferences.	Recognize music elements in music compositions. *The student will . . .* • *respond to a variety of styles (i.e., marching or military, dancing, listening, singing)* • *recognize vocal colors (i.e., singing, speaking, shouting, whispering and humming)* • *respond to musical phrases that are the same or different (i.e., loud/ soft, fast/slow, long/ short, high/low movement upward/ downward, accompanied/ unaccompanied)* Continued next page	Recognize music elements in music compositions. *The student will . . .* • *recreate the flow of melodies heard by using hand motions (i.e., high/low hands for melody and open/closed hands for dynamics).* Describe an idea or feeling connected with hearing a musical selection. Continued next page	Recognize music elements in music compositions. *The student will . . .* • *recognize chord changes using keyboard or autoharp.* Describe an idea or feeling connected with hearing a musical selection. *The student will . . .* • *describe the mood of the music (e.g., happy, scary, lonely, etc.)*

		Describe an idea or feeling connected with hearing a musical selection. *The student will . . .* *tell/draw what a musical composition makes him/her think of or feel (i.e., happy, sad)*	*The student will . . .* *describe the mood of the music (e.g. happy, sad, excited, lonely, etc.)*	

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THE ARTS - MUSIC

Aesthetics and Art Criticism: Respond to, explain and analyze works of art, based on technical, organizational and aesthetic elements.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 4	Grade 5 Benchmark
Use knowledge of technical, organizational and aesthetic elements to describe and analyze one's own art and the art of others. Respond to works of art, giving reasons for preferences.	Explain and analyze works of art, applying knowledge of technical, organizational and aesthetic elements. Respond to works of art, giving reasons for preferences.	Recognize and respond to musical elements in musical compositions. *The student will . . .* • *identify melody, rhythm and harmony by singing back the melody, clapping the rhythm and describing the sound of the harmony.* • *describe the organization of his/her own composition with relationship to melody and rhythm.* • *draw a picture or write a story about what mental picture they perceived while listening to a musical selection.*	Identify musical elements which can be used to analyze musical compositions. *The student will . . .* • *recognize orchestral instruments and instrument families by their sight and sound.* • *identify soprano and alto voices of females and tenor and bass voices of males.* • *identify meter in two and three (strong and weak beats).*	Identify musical elements which can be used to analyze musical compositions. *The student will . . .* • *identify the following types of musical styles: symphony orchestras, jazz, rock and roll, country, art songs.* • *compare/contrast opera, oratorio and musical.*

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THE ARTS - MUSIC

Aesthetics and Art Criticism: Respond to, explain and analyze works of art, based on technical, organizational and aesthetic elements.

Common Curriculum Goals	Content Standards	Grade 6	Grade 7/8 Benchmark
Use knowledge of technical, organizational and aesthetic elements to describe and analyze one's own art and the art of others. Respond to works of art, giving reasons for preferences.	Explain and analyze works of art, applying knowledge of technical, organizational and aesthetic elements. Respond to works of art, giving reasons for preferences.	Recognize and describe how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by musical compositions. *The student will . . .* • *discriminate between major and minor tonalities.* • *explain musical terms (e.g., dynamics, tempo, piano/forte, mezzo forte/piano, crescendo/decrescendo, moderato, accelerando, ritardando, maestoso, etc.).*	Recognize and describe how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by musical compositions. State preferences for compositions and reasons for preferences based on key musical elements and principles used in producing the music. *The student will . . .* • *discriminate between major and minor tonalities.* • *explain musical terms (e.g., dynamics, tempo, piano/forte, mezzo forte/piano, crescendo/decrescendo, moderato, accelerando, ritardando, maestoso, etc.)*

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THE ARTS

Aesthetics and Art Criticism: Respond to, explain and analyze works of art, based on technical, organizational and aesthetic elements.

Common Curriculum Goals	Content Standards	Grade 10 CIM	Grade 12 CAM
Use knowledge of technical, organizational and aesthetic elements to describe and analyze one's own art and the art of others. Respond to works of art, giving reasons for preferences.	Explain and analyze works of art, applying knowledge of technical, organizational and aesthetic elements. Respond to works of art, giving reasons for preferences	Analyze how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by musical compositions. State preferences for works of art and reasons for preferences based on analysis of how artistic elements and principles are used in producing the art. *The student will . . .* • *name notes, treble and bass.* • *use knowledge of construction of major and minor scales to analyze a selection.* • *sing or identify intervals for one full octave.* • *know rhythmic notation through sixteenth notes* • *know time signatures, simple and compound* • *have basic vocabulary for tempo and style markings.* • *know some musical forms including binary, ternary, rondo and theme and variations.* • *recognize chords in a musical work based on knowledge of circle of 5ths.*	Analyze and communicate how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact of musical compositions. Analyze the interaction of the artistic elements and principles used in producing musical compositions and communicate conclusions. *The student will . . .* • *select music from two different time periods to compare and contrast each of the compositions artistic elements, and select which composer or composition s/he prefers based on the analysis..* • *time periods for analysis will be: Greek, Early Middle Ages, Late Middle Ages, Renaissance, Baroque, Classical, Romantic, Impressionistic, and Variety of Contemporary.*

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THE ARTS

Historical and Cultural Perspectives: Understand how works of art relate to the time periods and cultures in which they are created and how certain works of art from various time periods and cultures are related.

Common Curriculum Goals	Content Standards	Kindergarten	Grade 1 District Benchmark	Grade 2
Identify both common and unique characteristics found in works of art from various time periods and cultures. Understand that the arts have a historical connection. Explain how a work of art reflects the artist's personal experience in a society or culture. Understand how the arts serve a variety of personal, professional, practical and cultural needs.	Relate works of art from various time periods and cultures to each other. Describe how historical and cultural contexts influence works of art.	Identify an event or condition which inspired a musical composition. *The student will . . .* • *recognize the connection between songs and an event (i.e., Happy Birthday.*	Identify an event or condition which inspired a musical composition. *The student will . . .* • *recognize the connection between songs and holidays (i.e., Jingle Bells, etc.).*	Identify an event or condition which inspired a musical composition. *The student will . . .* • *recognize the connection between songs and people or events in history. (i.e., National Anthem, America the Beautiful)*

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THE ARTS

Historical and Cultural Perspectives: Understand how works of art relate to the time periods and cultures in which they are created and how certain works of art from various time periods and cultures are related.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 4	Grade 5 Benchmark
Identify both common and unique characteristics found in works of art from various time periods and cultures. Understand that the arts have a historical connection. Explain how a work of art reflects the artist's personal experience in a society or culture. Understand how the arts serve a variety of personal, professional, practical and cultural needs.	Relate works of art from various time periods and cultures to each other. Describe how historical and cultural contexts influence works of art.	Identify an event or condition which inspired a musical composition. *The student will . . .* • *identify an event or condition which inspired a musical composition (e.g. Revolutionary War & Star Spangled Banner).*	Identify distinguishing features of musical compositions and their historical and cultural contexts. Describe how historical or contemporary events influenced or influence musical compositions. *The student will . . .* • *identify an event or condition in Oregon or US History which inspired a musical composition (i.e., Oregon, My Oregon; Roll on Columbia, etc.).*	Identify distinguishing features of musical compositions and their historical and cultural contexts. Describe how historical or contemporary events influenced or influence musical compositions. *The student will . . .* • *identify specific events that inspired musical compositions.* • *identify musical styles that were inspired by individuals of our country. (Styles-- patriotic, jazz, spirituals, classics, rock and roll, and musicals).* • *describe how each style originated.*

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THE ARTS

Historical and Cultural Perspectives: Understand how works of art relate to the time periods and cultures in which they are created and how certain works of art from various time periods and cultures are related.

Common Curriculum Goals	Content Standards	Grade 6	Grade 7/8 Benchmark
Identify both common and unique characteristics found in works of art from various time periods and cultures. Understand that the arts have a historical connection. Explain how a work of art reflects the artist's personal experience in a society or culture. Understand how the arts serve a variety of personal, professional, practical and cultural needs.	Relate works of art from various time periods and cultures to each other. Describe how historical and cultural contexts influence works of art.	Describe and explain distinguishing features of musical compositions and their historical and cultural contexts. Discuss and compare musical compositions from different time periods and cultures emphasizing their historical context. *The student will . . .* • *listen to and compare music of various cultures and time periods in history (i.e., those being studied in social science curriculum)*	Describe and explain distinguishing features of musical compositions and their historical and cultural contexts. Discuss and compare musical compositions from different time periods and cultures emphasizing their historical context. *The student will . . .* • *listen to and compare music of various cultures and time periods in U.S. history.* (i.e., classical tradition, marches, musical theater, rock & roll, blues, country, jazz, folk and/or movie music.)

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THE ARTS

Historical and Cultural Perspectives: Understand how works of art relate to the time periods and cultures in which they are created and how certain works of art from various time periods and cultures are related.

Common Curriculum Goals	Content Standards	Grade 9/10 CIM	Grade 11/12 CAM
Identify both common and unique characteristics found in works of art from various time periods and cultures. Understand that the arts have a historical connection. Explain how a work of art reflects the artist's personal experience in a society or culture. Understand how the arts serve a variety of personal, professional, practical and cultural needs.	Relate works of art from various time periods and cultures to each other. Describe how historical and cultural contexts influence works of art.	Analyze a musical composition by comparing and contrasting it to another work from a different time or culture. Describe and explain how the characteristics of a society or culture influenced musical compositions. *The student will . . .* • *analyze the history of Western music with an overview of music history from the middle ages to the present.* • *explain how the music of each period reflects its society, and identify the influences affecting the music of each time period. .*	Describe how historical or contemporary concepts and events influence musical compositions. *The student will . . .* • *Research each time period and describe the technical and organizational elements which distinguish one from the other. (Periods: Greek, Early Middle Ages, Late Middle Ages, Renaissance, Baroque, Classical, Romantic, Impressionistic, and Variety of Contemporary.)* • *Explain how the music of each period reflects its society, and identify the influences affecting the music of each time period.* • *Choose music from two contrasting time periods and explain how each composition reflected an historical event.*

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THE ARTS

Create, Present and Perform: Use ideas, skills and techniques in the arts.

Common Curriculum Goals	Content Standards	Kindergarten	Grade 1 District Benchmark	Grade 2
Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes. Communicate verbally and in writing, using knowledge of the arts to describe and/or evaluate one's own artwork. Express ideas, moods and feelings through various art forms.	Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes. Communicate verbally and in writing about one's own artwork.	Create music using experiences, imagination, musical techniques and composition. Communicate using a simple vocabulary related to various music forms. *The student will . . .* • *create a dance from listening to music (e.g. I'm a bird, butterfly, cloud, etc.).* • *create a picture from listening to music.* • *Repeat short rhythms, keep a steady beat, create rhythmic accompaniment for songs.* • *Create words to short melodies.* • *match pitches.* • *single simple songs.* • *do call and response sounds for pitch and duration perception.*	Create a single form of music using experiences, imagination, musical techniques and composition to achieve desired effect. Communicate using a simple vocabulary related to various music forms. *The student will . . .* • *play rhythmic ostinatos (repeated patterns) and create new patterns in one, two & three parts.* • *create a dance from listening to music.* • *create a picture form listening to music.* • *sing silently (i.e., start singing a known song, then sing it only "inside head," then finish the ending together by singing aloud).* • *match pitches - C to G range.* • *perform action songs.*	Create a single form of music using experiences, imagination, musical techniques and composition to achieve desired effect. Communicate using a simple vocabulary related to various music forms. *The student will . . .* • *know treble and bass clef notation.* • *know rhythmic notation through eighth notes and 4/4 time.* • *play the keyboard.*

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THE ARTS

Create, present and perform: Use ideas, skills and techniques in the arts.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 4	Grade 5 Benchmark
Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes. Communicate verbally and in writing, using knowledge of the arts to describe and/or evaluate one's own artwork. Express ideas, moods and feelings through various art forms.	Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes. Communicate verbally and in writing about one's own artwork.	Create, present and/or perform a musical composition using experiences, imagination, musical methods and composition to achieve desired effect. Communicate using a simple vocabulary related to various musical forms. *The student will . . .* • *learn to play the recorder from C1 to D2.* • *write own song using standard musical notation.*	Create, present and/or perform a musical composition using experiences, imagination, musical methods and composition to achieve desired effect. Communicate using a simple vocabulary related to various musical forms. *The student will . . .* • *sing silently (i.e., start singing a known song, then sing it only "inside head," then finish the ending together by singing aloud).* • *accompany three chord songs on autoharp or melodic percussion instrument.* • *create melodies and write original text using melodic: imitation, sequence and/or ostinato.* • *sing in tune, partner songs (2 parts) and rounds (3 parts).*	Create, present and/or perform a musical composition using experiences, imagination, musical methods and composition to achieve desired effect. Communicate using a simple vocabulary related to various musical forms. *The student will . . .* • *perform on a recorder all the notes between C1 and D2 including Bb and F#.* • *know treble and bass clefs with time signature of 4/4 and all notes and rests from whole to eighth.* • *create own melody, rhythm and lyrics and notate it in standard form.* • *perform own composition.*

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THE ARTS

Create, present and perform: Use ideas, skills and techniques in the arts.

Common Curriculum Goals	Content Standards	Grade 6	Grade 7/8 Benchmark
Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes. Communicate verbally and in writing, using knowledge of the arts to describe and/or evaluate one's own artwork. Express ideas, moods and feelings through various art forms.	Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes. Communicate verbally and in writing about one's own artwork.	Create, present and/or perform a musical composition, selecting and applying musical elements & technical skills to achieve desired effect. Communicate verbally and in writing about one's own music. *The student will . . .* • *play families of chord progression (i.e. I - IV-V7- I in different keys)* • *play chords on auto harp or melodic percussion to accompany songs.* • *create and perform melodies with accompaniment.* • *write or communicate verbally about own composition.* • *describe proper breathing and supporting of tone.* • *describe proper placement of tone for best quality.*	Create, and/or perform a musical composition, selecting and applying musical elements and technical skills to achieve desired effect. Communicate verbally and in writing about one's own music. *The student will . . .* • *create a four bar piece of music using the elements of melody, rhythm & harmony (incorporating simple block chords of I, IV & V).* *Or* • *sing or play a solo composition on a difficulty level of 1.0 on a standard scale of 1 to 6.* • *sing own part in a three part choral composition of 1.5 on a standard scale of 1 to 6.* *Or* • *sight read a solo composition on a difficulty level of 1.5 on a standard scale of 1 to 6.* • *play own part in a band arrangement on a difficulty level of 2.0 on a standard scale of 1 to 6.*

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THE ARTS

Create, present and perform: Use ideas, skills and techniques in the arts.

Common Curriculum Goals	Content Standards	Grade 9/10 CIM	Grade 11/12 CAM
Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes. Communicate verbally and in writing, using knowledge of the arts to describe and/or evaluate one's own artwork. Express ideas, moods and feelings through various art forms.	Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes. Communicate verbally and in writing about one's own artwork.	Create and/or perform a musical composition, selecting, using & combining music elements & technical skills to achieve desired effect. *The student will . . .* • *write a piece of music using the elements of melody, rhythm and harmony.* • *use chords (I, IV, V, ii and vi) or create a rhythmic composition using a variety of percussion.* • *sing own part in a four part choral composition with a difficulty level of 2.5 or above on a standard scale of 1 to 6.* • *Sing a major scale.* *Or* • *play own part in a full band arrangement with a difficulty level of 3 or above on a standard scale of 1 to 6.* • *play a major scale in all concert keys..*	Demonstrate how technical organizational and aesthetic elements combine/contribute to an overall product or production. Evaluate and reflect on the process and resulting product of one's own art or media. *The student will . . .* • *create a short four part composition using musical compositional techniques from the "common periods" (18th and 19th Century) and transpose the composition into parts for a standard concert band.* • *evaluate own composition with respect to: chord choice, phrasing, voice leading, melodic construction and emotional impact.* • *sing or play a solo composition on a difficulty level of 4.5, on a scale of 1 to 6, at an MENC sponsored solo/ensemble festival.* • *sight read music with a difficulty level of 2.5 on a scale of 1 to 6.* • *sing or play independently own part in a four part composition.*

Arts Assessment

The academic content expectations, or standards, for arts education were adopted by the State Board of Education in 1996. The student expectations, or performance standards, will be developed and assessed by local school districts. Each content area required for the CIM will be phased in.

The arts will be required for the CIM beginning in the school year 2001-2002. As the timeline nears, school districts are developing and refining curriculum in music, visual arts, theater, dance, and cinema. Students may use one or any combination of these five disciplines to meet the arts benchmarks and standards to earn a CIM.

SAT Scores of Students in the Arts

- Need specific press information? Contact Elizabeth Lasko at MENC (elizabet@menc.org)
- Need specific advocacy information? Contact Ardene Shafer at MENC (ardenes@menc.org)

Students of the arts continue to outperform their non-arts peers on the SAT, according to reports by the College Entrance Examination Board. In 1997, SAT takers with coursework/experience in music performance scored 52 points higher on the verbal portion of the text and 37 points higher on the math portion that students with no coursework or experience in the arts. Scores for those with coursework in music appreciation were 62 points higher on the verbal and 42 points higher on the math portion.

Data for these reports were gathered by the Student Descriptive Questionnaire, a component of the SAT that provides information about students' academic preparation.

Course Title	Verbal Mean Scores		Math Mean Scores	
	1998	1997	1998	1997
Acting/Play Production	543	545	533	532
Art History/Appreciation	518	519	518	518
Dance	513	514	509	507
Drama: Study or Appreciation	533	534	522	521
Music: Study or Appreciation	537	539	535	534
Music Performance	529	529	530	529
Photography/Film	525	525	524	523
Studio Art/Design	524	525	527	527
No Arts Coursework	477	477	494	492

Years of Study	Verbal Mean Scores		Math Mean Scores	
	1997	1996	1997	1996
4 or more years	537	537	533	531
3 years	515	514	513	509
2 years	507	507	511	508
1 year	499	500	509	507
.5 year or less	488	489	499	497

Formalism Drawing in Colored Pencil
Student Response Sheet

Using your notes, the textbook and the visual resources analyze your drawing for the following points of design and process. Please use complete sentences when responding.

Technical Understanding

1. Describe how you used shading, texture and contrast.

2. Describe your use of line, shape, texture, value, space and color to create a balanced and unified abstract composition.

3. Describe how your composition uses the illusion of space.

4. Describe how you used detail in your composition to show **emphasis.**

5. Describe how you used detail in your composition to show **unity.**

6. Describe how your composition uses **rhythm.**

7. How is your composition balanced?

Creative expression

1. What do you feel are the **distinctive expressive qualities** of your drawing?

2. On a scale of one to five (five being the highest) what do you think your **personal investment and dedication** to this drawing has been?

3. Where in your composition do you show a use of **original ideas and interpretation** of abstract art forms?

4. How do you incorporate an inventive use of symbols in the motif?

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Resources

This resource packet contains examples of arts curriculum that is being implemented in Oregon's schools. Professional organizations such as Oregon Music Educators Association and Oregon Art Educators Association are working to develop materials that will support teachers as they acquire more responsibility for arts education.

As development is occurring around the state there are many on line resources to inform our work. Included in this packet are online addresses that provide development and implementation information from around the world in arts education. In addition to curriculum development there is a wealth of information about assessing a students' acquisition of skills and knowledge in the arts.

CRITICAL SUCCESS FACTORS for Achieving District-Wide Arts Education

FACTOR: THE COMMUNITY

IN DISTRICTS WITH STRONG ARTS EDUCATION, THE COMMUNITY – BROADLY DEFINED AS PARENTS AND FAMILIES, ARTISTS, ARTS ORGANIZATIONS, BUSINESSES, LOCAL CIVIC AND CULTURAL LEADERS AND INSTITUTIONS – IS ACTIVELY ENGAGED IN THE ARTS POLITICS AND INSTRUCTIONAL PROGRAMS OF THE DISTRICT.

The community assists in the teaching and learning activities of the faculty and students, mobilizes and supports arts education through political activity, uses school facilities as community arts venues and provides venues for faculty and student works and performances.

Formal "partnerships" of school and community arts organizations providing arts education programs to students can be found in many of these districts, and the creation of those partnerships is a strategy a number of districts use. But the pattern of relationships in the strongest districts is more richly textured and involves a wide range of formal and informal interactions among school staff and the community. School administrators in these districts encourage or support an array of interactions described in the profiles, including:

- active parent and community involvement in school arts programs;
- interdisciplinary teams involving arts specialists in the development of curricula;
- arts faculty involvement in community arts events;
- artists residences;
- student exhibitions and performances for community audiences.

FACTOR: THE SCHOOL BOARD

SCHOOL DISTRICTS WITH STRONG ARTS EDUCATION PROGRAMS GENERALLY HAVE BOARDS OF EDUCATION THAT PROVIDE A SUPPORTIVE POLICY FRAMEWORK AND ENVIRONMENT FOR THE ARTS.

Typically, one or more influential members of the board have had personal experiences or education that developed their knowledge and valuing of the arts and use this background to:

- support the development of plans to strengthen arts education, then apportion resources in accordance with the plan.
- treat arts education equally with other subject areas when budget cuts are required;
- consider the artistic qualities of buildings and the needs of arts education programs during facility renovation and development.

FACTOR: THE SUPERINTENDENT

SUPERINTENDENTS WHO REGULARLY ARTICULATE A VISION FOR ARTS EDUCATION ARE CRITICALLY IMPORTANT TO ITS SUCCESSFUL IMPLEMENTATION AND STABILITY.

Superintendents interviewed for the study generally credit school staff, key board members, and /or influential community forces with assisting or convincing them to

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develop a vision for schooling that includes arts education. But the subsequent actions by the superintendent are vital to sustaining district-wide arts education.

Superintendents in these districts take such actions as:

- regularly articulating in writing, memos, and speeches the importance of the arts in achieving the goals of the school district.
- appointing highly effective district-wide arts coordinators;
- developing a shared understanding with their district arts coordinator(s) of the role of arts education and providing support for implementation;
- encouraging education staff to collaborate among disciplines to ensure district-wide initiatives apply to and include the arts;
- committing personal time to meeting with the arts education personnel of their district and to representatives from the arts and cultural organizations of the community.

FACTOR: CONTINUITY

THERE IS ENOUGH CONTINUITY IN THE SCHOOL AND COMMUNITY LEADERSHIP TO IMPLEMENT COMPREHENSIVE ARTS EDUCATION.

Many districts examined in this study have board members, superintendents, and/or district arts coordinators who have served in their districts for a decade or more. Similarly, many building-level leaders have worked in the district of the same school for even longer periods. Stability in these formal leadership positions is important in pursuing a set of educational goals, while strong community traditions that embrace the arts are important factors in shaping a consensus supporting arts education.

School leaders told the researchers that consensus was a key to continuity. Superintendents and principals who enjoyed healthy relationships with the board and influential segments of the community had the freedom and time to pursue their educational visions. Demographic, political, or value shifts in the community produce board and leadership turnover, a major problem in sustaining arts education.

FACTOR: THE DISTRICT ARTS COORDINATOR

DISTRICT ARTS COORDINATORS FACILITATE PROGRAM IMPLEMENTATION THROUGHOUT A SCHOOL SYSTEM AND MAINTAIN AN ENVIRONMENT OF SUPPORT FOR ARTS EDUCATION.

School board members and superintendents repeatedly affirm the essential role of the district arts coordinator(s) in sustaining strong arts education programs and in keeping "the arts" part of a district's definition of education. Their first piece of advice to their colleagues in other districts is to hire an effective coordinator. They emphasized the care with which they searched for "the right person" – some tapping a recognized leader among the ranks of the arts teachers, others wooing an out-standing arts educator from another school district.

Smaller districts often lack resources for a full-time coordinator but add the responsibility to the workload of a district curriculum specialist or an arts educator at a school. While the approach has problems – overwork and lack of clarity among them – it is essential in these districts as well.

Effective coordinators play a number of crucial roles and provide several vital services:

- They are often the staff member most actively engaged with influential segments of the community that value the arts and are instrumental in nurturing and mobilizing community support for arts education.
- Board members credit arts coordinators with keeping "the arts on the table" during budget sessions.

- They negotiate between board and central office policies and school-level decision making, an increasingly critical role as districts move towards site-based management.
- They often participate with school-level decision making, an increasingly critical role as districts move towards site-based management.
- They often participate with school-level leadership in the screening and hiring of teachers.
- Teachers in turn cite the role of district coordinator in facilitating communication among individual schools and in fostering the climate of support for arts education in the community and district.

FACTOR: A CADRE OF PRINCIPALS

SCHOOL PRINCIPALS WHO COLLECTIVELY SUPPORT THE POLICY OF ARTS EDUCATION FOR ALL STUDENTS OFTEN ARE INSTRUMENTAL IN THE POLICY'S SUCCESSFUL DISTRICT-WIDE IMPLEMENTATION.

The study reaffirms research on the role of the principal as the primary instructional leader at the individual school level. Principals create the expectations and climate in the school building, and their support for arts education is essential.

Many principals interviewed for the study spoke of early learning or involvement in the arts or of professional development opportunities that helped them to decide to support arts in their schools. Others were convinced by the effectiveness of arts education in addressing specific issues. For instance, principals looking to create a thematically focused or inter-disciplinary approach in an elementary or middle school have found that art forms can play a central role because of their complex content and range of activities. Others have found that hard-to-reach students become actively engaged in the arts and, subsequently, in other aspects of the school.

Similarly, parent and family involvement in arts education enhances the overall environment for learning.

For a district as a whole to sustain the successful implementation of arts education for all of its students, a sufficient number of these building level leaders must personally value the arts or be persuaded by other pragmatic considerations to make them an important aspect of the school. In view of the national trend to site-based management, this factor is critical. Recognizing this, district-level leaders in several of the districts studied include arts education in the professional development activities of school principals.

FACTOR: THE TEACHER AS ARTIST

EFFECTIVE TEACHERS OF THE ARTS ARE ALLOWED TO – INDEED ARE ENCOURAGED TO CONTINUE TO LEARN AND GROW IN MASTERY OF THEIR ART FORM AS WELL AS IN THEIR TEACHING COMPETENCE.

The presence of arts specialists in a district's schools proved time and again to make the difference between successful comprehensive, sequential arts education and those programs in development. What the study found compelling is the vibrancy that teachers who practice their art bring to an already strong program.

Whatever their medium or metier, teachers who also pursue their artistic life repeatedly told researchers, for this study, that the value placed on the professional quality of their art by school administrators stimulates and refreshes their commitment both to their art and to teaching. Administrators, in turn, pointed out that the best teachers stay actively engaged in their art form through exhibitions and performances in district and community venues. In the strongest districts, this commitment to the teacher as artist is reflected in recruitment and hiring practices that include auditions and portfolio reviews to assess that applicant's competence in the art form. Experienced arts teachers in the district participate in these reviews.

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FACTOR: PARENT/PUBLIC RELATIONS

SCHOOL LEADERS IN DISTRICTS WITH STRONG, SYSTEM-WIDE ARTS EDUCATION SEIZE OPPORTUNITIES TO MAKE THEIR PROGRAMS KNOWN THROUGHOUT THE COMMUNITY IN ORDER TO SECURE SUPPORT AND FUNDING FOR THEM.

In the districts profiled here, school leaders employ a variety of techniques to engage the total school community in arts activities that create a climate of support for arts education. Exhibition spaces and performance venues in the schools are made available to students, faculty, and community artists. Free tickets are provided to students, staff, and faculty for attendance at community arts events. One district provided free piano lessons to all district staff. Others create week-long festivals of the arts engaging the school and community organizations.

These activities are conceived as part of a general strategy to strengthen school-community ties in support of the district's general educational goals as well as the arts education budget and programs. Principals told researchers that parents who never come to school for parent-teacher conferences will come to see their child perform, creating opportunities for building relationships important to the school and district.

FACTOR: AN ELEMENTARY FOUNDATION

STRONG ARTS PROGRAMS IN THE ELEMENTARY SCHOOL YEARS ARE THE FOUNDATION FOR STRONG SYSTEM-WIDE PROGRAMS.

District leaders advise their colleagues to establish strong arts education in the elementary school years and to begin any rebuilding efforts at that level. They give several reasons for doing so. Elementary programs establish a foundation in the arts for all students, not just for those in specialized programs or those who choose an arts course of study in high school. Moreover, in some art forms such as instrumental music, a long period of time is needed for students to achieve even a basic level of proficiency. If such instruction is not begun in elementary grades, a district will not have quality programs at the secondary level.

The arts also have proved to be strong components in the adoption of an interdisciplinary curriculum by elementary schools. School leaders find, too, that beginning programs in the early years builds relationships with parents and community organizations important to sustaining their support for comprehensive arts education. These leaders advise their colleagues seeking to reestablish strong arts programs to begin with a major focus on the elementary years.

FACTOR: OPPORTUNITIES FOR HIGHER LEVELS OF ACHIEVEMENT

SCHOOL LEADERS IN THESE DISTRICTS PROVIDE SPECIALIZED ARTS PROGRAMS AS PART OF THEIR BROAD STRATEGY FOR SECURING AND SUSTAINING COMMUNITY SUPPORT FOR THE DISTRICT'S OVERALL EDUCATIONAL GOALS.

Districts examined in this study offered a wide range of specialized programs for students of the arts, including magnet schools, Advanced Placement programs, and summer and weekend programs. These programs create an environment of excellence that challenges teachers to continue to develop proficiency in their art forms and encourages students to aspire to professional levels of performance. Students studying the arts in these specialized programs expressed to interviewers their intense pride in and commitment to their work. They compete for and win recognition in arts competitions at

the local, state, and national levels. Their achievements contribute to community enthusiasm for the arts and a belief in the excellence and quality of the district's educational system.

FACTOR: NATIONAL, STATE, AND OTHER OUTSIDE FORCES

MANY DISTRICTS IN THIS STUDY EMPLOY STATE OR NATIONAL POLICIES AND PROGRAMS TO ADVANCE ARTS EDUCATION.

Policies, mandates, and funding from the state or national levels will not of themselves forge the community/school consensus required for district-wide arts education. But committed leaders in districts examined in this study marshaled such forces to strengthen the consensus to support policies and programs in the schools. National and state standards for arts education, state education reform movements, federal funding for general school improvement or targeted programs or populations all were used to support and advance the arts education agenda in these districts. Similarly, support from private foundations has served to stimulate reform efforts in a number of the districts examined. System-wide implementation, however, required intense community involvement and consensus.

The case studies that follow in this report illustrate the specific ways in which consensus has been achieved and sustained in eight school districts. They also illustrate how these critical factors contribute to the conversion of consensus into programs and practices. The lessons from these districts offer practical guidance to school and community leaders in their parts of the country who are seeking ways to make arts education fundamental in their school and communities.

FACTOR: PLANNING

SCHOOL LEADERS IN THIS STUDY ADVISE THE ADOPTION OF A COMPREHENSIVE VISION AND PLAN FOR ARTS EDUCATION BUT RECOMMEND ITS INCREMENTAL IMPLEMENTATION.

Leaders at the district and building levels repeatedly told researchers that it was important to combine a compelling vision of the importance of arts education with a thoughtful implementation plan that showed how resources would be apportioned over time to reach all schools and students. The plan established confidence among art teachers and building-level administrators that resources eventually would be available but that the increases in district-wide support must necessarily be incremental. Districts have developed a number of strategies for allocating new resources, many of them based on stimulating a "bottom up" request for arts education funding from school sites.

FACTOR: CONTINUOUS IMPROVEMENT

SCHOOL DISTRICTS THAT SUCCEED IN ADVANCING ARTS EDUCATION PROMOTE REFLECTIVE PRACTICES AT ALL LEVELS OF THE SCHOOLS TO IMPROVE QUALITY.

While researchers found few districts using student assessments in the arts as part of a formal accountability system, the strongest districts actively encourage the use of arts assessment techniques for improving student, teacher, and administrative performance. A few districts, for example, use portfolio review for evaluations of principals and teachers as

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well as students. Others encourage teachers to set themselves a challenge within their art form that will be addressed and assessed throughout the year – composing new music for a choral group, for instance. What researchers observed in these districts was the disposition to reflect on and improve practice that is central to improving artistic achievement.

CONCLUSION

Not every school district examined in this report exhibits these factors to the same degree. But the more intensively the factors occur, the stronger the presence of quality arts education in their schools. A level of agreement among formal and informal leadership in the community and school on the importance of arts education is essential. Implementing and sustaining that agreement requires a sufficient presence of the critical success factors to achieve a level of quality that keeps the consensus intact. The following profiles and case study reports show how this occurs in specific local contexts. The lessons of this report are best learned by analyzing these districts.

THE ROLE OF THE ARTS IN BRAIN DEVELOPMENT AND MAINTENANCE

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The visual, aural, and movement arts have long been prominent in human life. For example, personal adornment must have been important to early humans who spent at least an hour to make each bead in the long strings of beads discovered in ancient sites (Allman, 1996). Purchasing an equally non-functional string of beads today might likewise require the income of many working hours. The costs are similarly high for arts-related admissions and instruments, and for the aesthetic component of clothing, shelter, and vehicles. Sports, which are basically a dance form, dominate the lives of many. The arts are expensive and we pay with little complaint.

What is odd, then, are moves to reduce (or even to eliminate) funding for school arts programs. Why would a culture that values aesthetics and peak performance in the arts cut educational programs that would provide the next generation of artists and athletes?

Part of the explanation may lie in the current push for increased school efficiency and economy. Good arts programs are vulnerable in such a climate. They're not *efficient*. They're labor-intensive and so expensive. They're difficult to evaluate in an era concerned with measurable standards and accountability. Educators have thus

had to continually justify arts programs, but not algebra or spelling. This justification focuses heavily on public performance (concerts, plays, sports, and art shows in malls) as if that's all that the arts are about. Further, it has led to dubious cause-and –effect claims that the arts improve scores in other curricular areas. It's a real stretch to imagine that the arts emerged eons ago to enhance spelling and algebra. The arts, language, and mathematics have important biological values in themselves, beyond their marvelous interactive properties. Must math also enhance music in order to remain in the curriculum?

A growing body of evidence from the brain sciences and evolutionary psychology suggests that the arts (along with such functions as language and math) play an important role in brain development and maintenance, and that it's a serious matter for schools to deny children direct curricular access to the arts. It may now be appropriate to suggest a reversal in justification responsibility – to require those who would eliminate arts programs to biologically justify their position. If children in our culture should know the sequence of letters in a word, why not the sequence of tones in a song? If mathematical balance is important in algebraic equations, why not aesthetic balance in a painting or dance?

The arts involve many elements of human life, and this article can't hope to explore the importance of all of them. It will rather focus on two key elements: (1) the heightened motor skills that we call performance, and (2) the heightened appreciation of our sensory/motor world that we call aesthetics. Humans have a seemingly innate desire to go beyond the mundane, and to do it with style and grace. The discussion below focuses on four emerging movement-related themes that help to provide biological support for school arts programs.

Movement is a central property of human life and the arts.

Why do we have a brain? Plants seem to do fine without one, many trees far outliving us. We have a brain because we have leg/arm/head muscle systems that allow us to move towards opportunities and away from danger. Plants must take whatever comes along, including predators that nibble leaves and commit other indignities. So why would an immobile tree even want a sensory system that could recognize an approaching logger?

Since we can move, we need an intelligent cognitive system that can transform sensory input and imagination into appropriate motor output – to decide what's good and bad about here and there, and then to move or stay. Mobility is thus central to much that's human – whether the movement of information is physical or mental (i.e., running towards or speaking to someone). We can move and talk. Trees can't. Misguided teachers who constantly tell their students to sit down and be quiet imply a preference for working with a grove of trees, and not a classroom of students.

Although a cognitive decision to move may involve billions of neurons, only about a half million motor neurons are involved in activating the muscle groups that make up almost half of our body weight. Our jointed motor system with its complex brain/muscle connections provides our brain with a remarkably effective external mechanism for action. It's composed of the toe/foot/leg system that's about half our body's length, the finger/hand/arm system that extends our reach about two feet beyond our body, a flexible neck that increases the geographic range of our head's sensory receptors, and a remarkable mouth that begins digestion and communicates through both sound and expressive facial movements.

Our sensitive sensory system and finely controlled movements are also central to the visual/aural/movement arts, whether it's the fine motor control of a painter, the practiced pittzicato of a violinist, or the choreographed pick and roll of an NBA team.

Consider the cultural significance of virtuosity in our three bottom-to-top motor systems (the movers, handlers, and talkers): the legs of skaters, runners, dancers; the expressive hands of pianists, artists, mimes; the mouth of speakers, singers, horn players. Our culture values them all because they so celebrate what are otherwise simple ordinary movements. How can one promote a curriculum that reduces the acceptable movement of this magnificent appendage system to one hand writing words and numbers on a playing field the size of a sheet of typing paper? It's bizarre.

Some argue that schools aren't in the business of developing such skills at the virtuoso level, that basic motor skills should suffice. Ok, but when these same people relentlessly press for (1) higher performance standards in curricular areas whose skill component is being displaced by computer technology, and (2) the simultaneous reduction of programs in motor and arts areas that are so central to the human spirit. I wonder if I'm lost somewhere in Alice in Wonderland.

The development of smoothly controlled muscular systems is a major priority of childhood and adolescence.

Suckling is almost the first mobile act of an infant, followed by the brain-outward maturation of the arm and leg system – eating before grasping before walking. Since mobility is a central human characteristic, these innate systems must develop early at the survival level without formal instruction, or even mimicry (blind children easily master walking without ever having observed it). This development includes specific currently ill-understood periods during which various specialized brain systems come on line for development (such as walking at about one, talking at about two).

Children denied the opportunity to develop a survival skill that they would normally master with ease during its *window of opportunity* may not recover from the deprivation. A good example is the tragic case of Genie. She was 13 when discovered – almost totally deprived of normal language development by her disturbed parents. Competent therapists who tried to undo the damage were only marginally successful (Rymer, 1993)

Most folks realize that the neutral systems that process language must be stimulated through conversation to master the local language, and we correctly insist that school focus on the key elements. Within the same student brain, however, are another set of neural systems that process musical forms distinct from language. Song uses such elements as tone, melody, harmony, and rhythm to insert important emotional overtones into a slowed down verbal message. Our brain's language and music systems must both be developmentally stimulated – and especially those subsystems that regulate highly controlled motor activity (such as speaking/singing, writing/instrument playing).

Both communicative forms permeate our environment. How can anyone justify a curriculum that seeks to develop language but not musical capabilities? Is spelling really *biologically* more important than melody when both express sequence? Are our innate music networks something like unwanted tonsils or appendix tissue to be removed rather than understood and enhanced? It's difficult to imagine how anyone can have such a limited view of our brain and the curriculum. How many musically limited *Genies* are now emerging from school, having had practically no competent development of their innate musical ability – or for that matter, of their spatial processing centers that are so central to the visual/movement arts?

We're born into a very complex world with an immature brain, one third its adult size. Since we can live in a wide variety of environments, our sensory/motor development beyond innate survival needs tends to focus on the specific environmental demands that each brain confronts.

Highly specialized and coordinated movement patterns, such as those used in playing the violin and tap dancing must thus be taught, and the importance of the early acquisition of such skills was demonstrated in a recent study of right handed violinists (Elbert et al, 1995). Separate specific brain areas control right and left hand finger movements. Violinists who began lessons before the age of 12 developed important differences in the size and complexity of these motor areas that didn't develop in non-violinists (who had little need for such left hand digital dexterity), or even in good violinists who began later.

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Michael Jordan, a basketball superstar, is another interesting example (Klawans, 1996). At 31 he decided to fulfill a dream and switch to baseball. With all of his athletic ability and resolve, he didn't do nearly as well as he had hoped. Throwing a basketball through a hoop requires different sensory/motor skills than hitting a 90+ MPH baseball. Even major league pitchers who develop sore pitching arms are not recycled into hitters, although they understand the game and went to bat during the games they pitched.

Survival level cognitive and motor skills are universal and innate. Early instruction and effort can get us beyond mere survival levels into the normal limits of human capability. Virtuoso level abilities are highly specific, and require the commitment of early extensive training. We can see this skill-specific commitment in many young people. Call it play if you will, but Jean Piaget suggested that play is the serious business of childhood.

Smoothly controlled movement patterns tend to enhance one's positive self concept and esteem

Scientists have recently been exploring fluctuations in the levels of the important neurotransmitter serotonin. It's central to movement in that it inhibits quick motor responses, and so enhances relaxation and the calm assurance that leads to smoothly controlled and coordinated movements (doing it with the style and grace characteristic of the arts). Since effective movement is so central to human life, it's not surprising that serotonin fluctuations help to regulate our level of self-esteem, and our place in movement-related social hierarchies. Our own awareness of our increased motor skills and the positive feedback of others play key roles in this. Most people periodically experience bursts of self-esteem – if only after a neat turn on the dance floor.

Elevated serotonin levels are associated with high self-esteem and social status, and reduced serotonin levels with low self-esteem and social status. In motor terms, low serotonin levels cause the irritability that leads to impulsive, uncontrolled, reckless, aggressive, violent and suicidal behavior (Sylwester, 1997).

This suggests that good school arts and sports programs can play an important role in developing the fine motor control that allows youngsters to discover and appreciate how remarkable the human body is – whether it's drawing a picture with tightly controlled movements or dancing with joy and abandon. Human mobility isn't just about getting from here to there. It's doing it with style and grace. The arts are the celebration of the ordinary, and we tend to celebrate artists, musicians, dancers, and athletes whose movement patterns are extraordinary.

Virtuoso movement patterns with the arts are transcendent.

This article began with the observation that our culture spends much to develop and appreciate virtuosity in aesthetic movement patterns – sports, concerts, theater, dance. Scientists now know that the initial instruction for many such abilities must begin early, and one can argue that it shouldn't depend entirely on parental ability to finance private lessons if our entire culture benefits from the abilities.

But we can run only so fast and jump only so high. Some people devote years of their youth to trying to jump an inch higher than anyone else has ever jumped. Others are content to use a ladder. Technologies are thus another way to get beyond normal human limitations – whether it's a calculator to compute, a phone book to extend memory, a drum to increase the sound of chest-beating, or skates to create an art form out of skipping on ice.

Some people move artistically and others just watch other people move. People who don't sing attend concerts, who don't play attend sports, who don't paint purchase paintings. One marvelous thing about the arts is that they cognitively stimulate both those who do it and those who observe others do it. The arts are a total win-win situation. The doers and the observers both discover something about the further reaches of being human. Art appreciation (or aesthetics) is thus an important element of an arts education.

The arts may provide another important cognitive service, however. We have multiple neural systems to process emotion and intelligence, and some may infrequently activate in real life. The arts (and probably our dreams) thus help to maintain the strength of such systems by activating them in stimulating *pretend* situations during periods when real life doesn't challenge them. Use it or lose it is a cognitive reality for neural systems tuned to the challenges of the immediate environment.

For example, fear is a key alerting emotion (with a distinct neural system) that may infrequently activate in real life, but drama and games frequently activate it. Is the universal childhood attraction to fearful fairy tales and other scary stories and games related to their innate need to develop and rehearse their fear system in playful non-threatening situations so that the system will function effectively in real life threatening situations? Consider other basic emotions: anticipation, surprise, joy, sadness, acceptance, disgust, anger. The Arts incorporate all of them – whether it's the joyful emotional release of a clown's comedy, the disgust of war that wells up upon seeing Picasso's Guernica, the exciting anticipation of the unknown ending of a close sports event or Haydn's Surprise Symphony.

Similarly with our multiple intelligence systems. Assume Howard Gardner's 8+ intelligences, each regulated by many subsystems and pathways. The arts help to develop and rehearse many of these – a pianist simultaneously activates bodily-kinesthetic, musical, and intrapersonal systems; children playing a team game simultaneously activate just about all systems. Or consider the task young children face when learning the completely arbitrary 26 letter sequence of the English alphabet. Most of us have trouble remembering the 10 digit sequence of an area code and phone number. Children use a simple melody to easily master an abstract 26 unit sequence, ending the song with a request that the adults be impressed. We truly are. Try it without musical support.

Emotion is an unconscious body/brain system that alerts us to dangers and opportunities. It activates our powerful multifaceted attentional system that focuses and holds our attention in order to organize and activate the myriad of conscious and unconscious rational systems and subsystems that our brain uses to solve the current challenge. Emotion and attention thus become the pathway into all rational cognitive behavior. Consider the cognitive plight of those with disorders of their emotion/attention pathways – anxiety, autism, bipolar disorder, dyslexia, mental retardation, obsessive-compulsive disorder, schizophrenia.

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Emotion and attention are thus critically important brain systems that must be nurtured beyond their innate initial survival levels into the limits of human capability. They're the unconscious doorway into a cortical room abuzz with conscious conversation and problem-solving. Unfortunately, schools currently tend to value the conscious conversation and solutions, and not the unconscious doorway to the solutions (Goleman, 1995). We can access our rational/logical thoughts through easily measured language, but unconscious emotion/attention only though difficult-to measure non-verbal body state and feelings—our conscious awareness of unconscious emotions (LeDoux, 1996).

As implied above, emotion and attention (which are central elements in the arts) often lead us to important rational behaviors that wouldn't have emerged if we hadn't walked through that arts-enhanced doorway. Emotion drives attention, and attention drives learning/memory/problem-solving/just about everything else.

It's probably appropriate that emotion, attention, and their arts-handmaiden don't lend themselves to the easy measurable efficiency of rational thought. One can argue for the biological value of an alerting/focusing system that can rapidly size-up and respond to the flow of things, that's untrammeled by conscious factual detail, verbal categorization and precise evaluation. The regrets and apologies that follow precipitous decisions are preferable to death from delay. This may be why emotionally improvised movements are such a stimulating antic element of the arts-whether it's the broken field run of a halfback, the intricate interplay of a jazz trio, or the flow of an abstract painting. Emotion, attention, and the arts aren't about the security of a correct answer, but rather about a jack-of-all-trades emotional brain that has quick, multiple, inventive solutions to most problems. Even when a part of the response pattern is set, improvisation can occur within the response – ten pianists playing the same sonata will play it ten different ways.

To argue for the importance of emotion and attention doesn't suggest that reason and logic are unimportant. Reason and logic consciously move us towards an intelligent learned response that's typically our first choice when we confront the problem again. Our brain thus developed two separate but integrated systems, and the transcendent movement patterns that characterize the arts often provide the integration. Only the mindless would suggest that education can function with the one system but not the other. Only the unimaginative would suggest that both systems must be judged by the same criteria of economy, efficiency, and objective measurability.

This discussion of the arts began with the importance of motion and it ends with the importance of emotion. Motion thus becomes emotion, and emotion becomes motion. Both are central to the arts and to life. They're two inseparable sides of a very valuable biological coin that each generation must invest in its young. School arts programs are a worthy investment of that coin.

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Arts Education Web Sites

Office of Curriculum, Instruction and Field Services
Oregon Department of Education

The following list is far from comprehensive but allows for browsing and linking with other appropriate web sites. As the Internet expands services, resources and information, there will always be room for revision and updates. Please share what you have found so that this list can continuously be refined to best suit the needs and purposes of Oregon's arts educators.

American Music Conference	www.amc-music.com
American Orff-Schulwerk Association	www.aosa.org/
ARTSEDGE Kennedy Center	www.artsedge.kennedy-center.org
ArtsEdNet Getty Ed. Institute for the Arts	www.artsednet.getty.edu/
Goals 2000 Arts Education Partnership	www.artsedge.kennedy-center.org/aep/
The Incredible Art Department	http://incredibleart.centarkhomes.com
MENC Music Educators National Conference	www.menc.org
National Art Education Association	www. naea-reston.org
OPEN Oregon Public Education Network	www.open.k12.or.us/start
Oregon Arts Commission	http://art.econ.state.or.us
Oregon Department of Education	www.state.or.us
50 State Education Agencies	www.state.or.us/uslinks.htm
The National Endowment for the Arts	http://arts.endow.gov

NAEA INDEX OF SITES

Provided as a public service by the National Art Education Association
1916 Association Dr.
Reston, VA 20191-1590
Phone: 703-860-8000
Fax: 703-860-2960 http://www.naea-reston.org
Volume 2, No. 3, 1997

As the internet expands various resources may be of interest to the NAEA membership. The resources listed below can be reached via the internet addresses indicated. The following are only samples of the rising information made available in this issues category. It is not intended to be comprehensive. This listing was compiled by the NAEA staff.

Art Education Sites

The National Art Education Association
http://www.naea-reston.org

Australian National Affiliation of Art Educators
http://eduction.canberra.edu.au/centres/naae/welcome.html

State Art Education Associations
Colorado: **http://bvsd.k12.co.us/-vandy/CAEA/ArtEd.html**
Connecticut: **http://wwwwas.ccsu.ctstateu.edu/depts/art/caea/**
Florida: **http://www/magicnet.net/-faea/**
Georgia:
http://snow-white.gac.peachnet.edu/talk/org/Edu/GAEA/GAEA_homepage_html
Indiana: **http://in.net/-kenroar/aeai/aeai.html**
Iowa: **http://www.cedarnet_org/aei/**
Massachusetts: **http://www.usa/.com/maea/**
Michigan: **http://www/umich.edu/maea**
Missouri: **http://www.geocities.com/enchantedforest/dell/9575**
Nebraska: **http://artnet_nde.state.ne.us/ARTnet/nata**
New Jersey: **http://ridgewood.k12.nj.us/WWW/AENJWEB/index.html**
New York: **http://www.li.net/-nysata/NYSATA.html**
North Carolina: **http://www.acs.appstate.edu/-NCAEA/**
Pennsylvania: **http://www.kutztown.edu/paea**
Tennessee: **http://www.geocities.com/Paris/5049**
Virginia: **http://pen.k12.va.us/Anthology.Div/Va-Ed-Assoc/VAEA**

NAEA Special Interest Groups
EMIG: **http://www.cedarnet.org/emig**

A.R.T. Studio Clay Company: **http://www.artclay.com**
The Art Institutes International: **http://www.aii.edu**
Art Tees: **http://www.arttees.com**

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AmeXpo CD-ROM Software: **http://www/znet.com/-amexpo/**
Aztek Airbrush: **http://www.testors.com/Aztek**
Bemiss-Jason Corporation: **http://www/bemiss-jason.com**
Binney & Smith: **http://www/crayola.com/art_education**
Ceramichrome/DecoArt: **http://www/decoart.com**
Chroma: **http://www/croma-inc.com**
Creative Paperclay Company: **http://www/paperclay.com**
Davis Publications: **http://www/davispubl.com**
Dick Blick Art Materials: **http://www/dickblick.com**
The Dictionary of Art: **http://www.groveartmusic.com**
Ed Hoy's International: **http://www/edhoy.com**
Fiskars: **http://www/fiskars.com**
Gary Lamb Music: **http://www/garylamb.com**
Getty Education Institute for the Arts: **http://www.artsednet.getty.edu**
Glencoe/McGraw-Hill: **http://www.glencoe.com**
Golden Artist Colors: **http://www.goldenpaints.com**
J.L. Hammett Company: **http://www.hammett.com**
Lerner Publishing Group: **http://www.lernerbooks.com**
Logan Graphic Products: **http://www.artproducts.com/logan/index.html**
Minneapolis College of Art and Design: **http://www.mcad.edu/**
Museographs: **http://www.mindspring.com/-lazargrp/museographs.html**
Nasco Arts and Crafts: **http://www.nascofa.com**
Sanford: **http://www.sanfordcorp.com**
Sax Arts and Crafts: **http://www.artsupplies.com**
School Specialty: **http://www.schoolspecialty.com**
Tandy Leather Company: **http://www.tandycrafts.com**
Universal Color Slide Company: **http://www.universalcolorslide.com**

College Art Association
http://www.collegeart.org

The Getty Center for Education in the Arts
http://www/artsednet.getty.edu

Getty Regional Institutes
Florida: **http://www.fsu.edu/-svad/FIAE.html**
North Texas: **http://www.art.unt.edu/ntieva**
Ohio Partnership: **http://www.cgrg.ohio-state.edu/OPVA/opva.html**
Southeast: **http://www.utc.edu/SCEA**
Nebraska: **http://artnet.nde_state.ne.us/**

Goals 2000 Arts Education Partnership
http://artsedge.kennedy-center.org/aep/aep.html

The Incredible Art Department
http://www.in.net/-kenroar

The National Endowment for the Arts
http://arts.endow.gov

The National Endowment for the Humanities
http://arts.endow.gov

The Kennedy Center
http://artsedge.kennedy-center.org

CONTENT STANDARDS

FOR

The Arts

Proficiency in the arts includes creating, performing or presenting art, recognizing artistic qualities in works of art and understanding the historical and cultural contexts in which art is created. The arts include music, visual art, dance, theater and cinema.

The Arts

AESTHETICS AND ART CRITICISM: Respond to, explain and analyze works of art, based on technical, organizational and aesthetic elements.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks
Use of knowledge of technical, organizational and aesthetic elements to describe and analyze one's own art and the art of others. Respond to works of art, giving reasons for preferences.	Explain and analyze works of art, applying knowledge of technical, organizational and aesthetic elements. Respond to works of art, giving reasons for preferences.	Recognize artistic elements in works of art. Describe an idea or feeling connected with viewing or hearing a work of art.	Identify artistic elements and principles which can be used to analyze works of art. Identify personal preferences and their relationship to artistic elements.

HISTORICAL AND CULTURAL PERSPECTIVES: Understand how works of art relate to the time periods and cultures in which they are created and how certain works of art from various time periods and cultures are related.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks
Identify both common and unique characteristics found in works of art from various time periods and cultures. Understand that the arts have a historical connection. Explain how a work of art reflects the artist's personal experience in a society or culture. Understand how the arts serve a variety of personal, professional, practical and cultural needs.	Relate works of art from various time periods and cultures to each other. Describe how historical and cultural contexts influence works of art.	Identify an event or condition which inspired a work of art.	Identify distinguishing features of works of art and their historical and cultural contexts. Describe how historical or contemporary events influenced or influence works of art.

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The Arts

Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark
Recognize and describe how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of art.	Analyze how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of art.	Analyze and communicate how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact of art work or media.
State preferences for works of art and reasons for preferences based on key artistic elements and principles used in producing the art.	State preferences for works of art and reasons for preferences, based on an analysis of how artistic elements and principles are used in producing the art.	Analyze the interaction of the artistic elements and principles used in producing art or media and communicate conclusions.

Grade 8 Benchmark	**CIM/Grade 10 Benchmark**	**CAM/Grade 12 Benchmark**
Describe and explain distinguishing features of works of art and their historical and cultural contexts.	Analyze a work of art by comparing and contrasting it to another work from a different time or culture.	Describe how historical or contemporary concepts and events influence works of art or media.
Discuss and compare works of art from different time periods and cultures emphasizing their historical context.	Describe and explain how the characteristics of a society or culture influenced works of art.	

The Arts

CREATE, PRESENT AND PERFORM: Use ideas, skills and techniques in the arts.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks
Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes.	Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes.	Create, present and/or perform a single form of art, using experiences, imagination, artistic methods and composition to achieve desired effect.	Create, present and/or perform a work of art, using experiences, imagination, observations, artistic elements and technical skills to achieve desired effect.
Communicate verbally and in writing, using knowledge of the arts to describe and/or evaluate one's own artwork. Express ideas, moods and feelings through various art forms.	Communicate verbally and in writing about one's own artwork.	Communicate, using a simple vocabulary related to various art forms.	Communicate, using an extended vocabulary related to various art forms.

The Arts

Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark
Create, present and/or perform a work of art, selecting and applying artistic elements and technical skills to achieve desired effect.	Create, present and/or perform a work of art, selecting, using and combining artistic elements and technical skills to achieve desired effect.	Demonstrate how technical organizational and aesthetic elements combine/contribute to an overall product or production.
Communicate verbally and in writing about one's own artwork.	Evaluate and reflect on one's own artwork.	Evaluate and reflect on the process and resulting product of one's own art or media.